REPORT

ON

PUBLIC INSTRUCTION

IN

BRITISH BURMA

FOR

The year 1879-80.

RANGOON:

PRINTED AT THE GOVERNMENT PRESS.

1880.

CONTENTS.

RESOLUTION BY THE CHIEF COMMISSIONER.

	Para.	Page.
Report on the progress of public instruction	1	1
General statistics	2	ib.
Rangoon High School	3	ib.
Other high schools	4	2
Middle schools	5	ib.
Primary schools	6	ib.
Government system in indigenous schools	7	3
Results achieved	8	ib.
Inadequacy of expenditure and effort on indigenous schools	9	4
Financial	10	ib.
Book depôt	11	5
Labours of the Pali Professor	12	ib.
Changes of system and organization	13	ib.

REPORT BY THE DIRECTOR OF PUBLIC INSTRUCTION.

SECTION I.

Introduction.

Materials for the report	1	1
Classification of schools	2	ib.
Summary of the year's operations...	3	ib.
General statistics of schools and scholars	4	3

Expenditure.

Financial statistics	5	4

SECTION II.

Controlling Agencies.

Work of Inspection	6	6
District Committees and Sub-Committees of Public Instruction	7	7
Municipal Committees	8	ib.
Grant-in-aid rules	9	ib.

SECTION III.

University Education.

Affiliation of the Government High School, Rangoon, to the Calcutta University ...	10	ib.
Government High School, Rangoon, college department...	11	ib.

SECTION IV.

Secondary Education.

High Schools—			
Definition of High School	12	8	
Government High School, Rangoon	13	ib.	
High School Department	14	9	
Government High School ...	Akyab, high department	15	10
	Moulmein, ditto	16	ib.
Sgau Karen School, Bassein, ditto	17	ib.	
Middle Schools—			
Government High School ...	Rangoon, middle department	18	11
	Akyab, ditto	19	ib.
	Moulmein, ditto	20	12
Government School ...	Bassein...	21	ib.
	Prome	22	ib.
	Kyouk-pyoo	23	ib.
	Sandoway	24	13
	Toungoo	25	ib.
	Shway-gyin	26	ib.
	Tavoy	27	ib.
	Mergui	28	14

	Para.	Page.
Aided Middle Schools—		
St. Paul's School, Rangoon ...	29	14
Diocesan Boys' School, Rangoon	30	ib.
St. John's College, Rangoon ...	31	ib.
S. P. G. St. Peter's School, Henzada	32	15
St. Andrew's School, Tha-yet-myo	33	ib.
St Luke's S. P. G., Toungoo ...	34	ib.
St. Patrick's School, Moulmein	35	ib.
Roman Catholic School, Toungoo	36	ib.
St. Peter's School, Bassein ...	37	ib.
Sgau Karen School, Rangoon ...	38	ib
Pwo Karen School, Bassein ...	39	16
Pakn Karen School, Toungoo ...	40	ib
Bghai Karen School, Toungoo	41	ib
Karen School, Moulmein ...	42	ib
Girls' Schools—		
St Mary's School, Rangoon ...	43	ib
St. John's Convent, Rangoon ...	44	17
St. Joseph's Convent School, Moulmein ...	45	ib
Diocesan Girls' School, Rangoon	46	ib.
Morton Lane School, Moulmein	47	ib.
Kemmendine Girls' School ...	48	ib.

SECTION V.

Primary Education.

(1). *Primary Departments of High and Middle Schools—*			
Government schools ...	49	18	
(2). *Government Primary Schools—*			
Government Primary School ...	Pegu ...	50	19
	Yandoon ...	51	ib.
	Pan-ta-naw	52	ib.
	Tharrawaddy	53	ib.
	Nga-thaing-gyoung	54	ib.
	Henzada ...	55	ib.
	Myan-oung	56	ib.
	Shway-doung	57	20
	Poung-deh	58	ib.
	Pa-doung ...	59	ib.
	Ywa-toung	60	ib.
	Choung-zone	61	ib.
	Tha-tone ...	62	21
	Amherst ...	63	ib.
	Myo-houng	64	ib.
(3). *Primary Schools aided from Provincial Revenues—*			
Karen School, Tavoy ...	65	ib.	
Eurasian Home, Rangoon ...	66	ib.	
Lutheran Mission School for Tamils, Rangoon	67	22	
St. Mary's Girls' School, Mayangone, Moulmein	68	ib.	
American Mission Schools, Tharrawaddy ...	69	ib.	
Ditto ditto for Karens, Henzada	70	ib.	
Church of England Orphanage, Moulmein	71	ib.	
American Mission Girls' School, Prome ...	72	ib.	
St. Joseph's Convent School, Toungoo ...	73	23	
L. A. Girls' School, Tha-yet-myo	74	ib.	
L. A. Girls' School, Prome ...	75	ib.	
St. Peter's School, Bassein ...	76	ib.	
Akyab Girls' School ...	77	ib.	
(4). *Indigenous Schools—*			
Indigenous schools aided by Trained Assistant Masters	78	26	
Rangoon and Thone-gwa East...	79	28	
Bassein and Thone-gwa West ...	80	ib.	
Henzada and Tharrawaddy ...	81	ib.	
Prome and Tha-yet-myo ...	82	ib.	
Shway-gyin and Toungoo ...	83	ib.	
Arakan	84	29	
Amherst, Tavoy, and Mergui ...	85	ib.	

SECTION VI.

Schools for Special or Technical Training.

Government Normal School, Rangoon ...	86	ib.
Drawing School, Rangoon ...	87	31
Survey School, Rangoon ...	88	ib.
Ditto, Akyab	89	ib.
Ditto, Moulmein ...	90	32

	Para.	Page.
SECTION VII.		
Scholarships.		
Change in system of scholarships	91	32
Annual district prizes	92	ib.
Land Measuring Certificate examination	93	ib.
SECTION VIII.		
Employment of Students in the Public service.		
Revised scheme of education	94	ib.
SECTION IX.		
Books.		
Government Book Depôt, Rangoon	95	33
Text-book Committee	96	38
Pali literature	97	39
SECTION X.		
Service of Officers.		
Services of Officers	98	47
		Page.
APPENDICES		i—lxxvii.

RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

BRITISH BURMA

FOR THE YEAR 1879-80.

Extract from the Proceedings of the Chief Commissioner, British Burma, in the General Department,—No. 1-55, dated the 20th September 1880.

READ—

Report on the progress of Public Instruction in British Burma for the year 1879-80.

The report on the progress of public instruction in British Burma for the year 1879-80 was not received until some weeks after the due date. The Chief Commissioner will expect greater punctuality next year; if necessary, the submission of so long a report and of so many annexed papers can be foregone.

General statistics.

2. The more important educational statistics of the year for the whole province, with a total population of 3,154,470, were as follows:—

	No.
Total number of Government schools	27
Ditto of scholars at do.	2,094
Ditto of aided and private schools	3,097
Ditto of scholars at these schools	78,198
Proportion of school-going children to the total population	25 per mille.
	Rs.
Total expenditure on education	4,10,067
Ditto on 27 Government schools	1,84,935
Ditto on results-grants to 3,048 indigenous primary schools ..	12,166

As compared with the figures for the preceding year, 3,418 more children are returned as attending school during the year under report; Rs. 3,768 less were spent on education; and the amount of "results-grants" to indigenous primary schools was reduced by Rs. 1,194.

Rangoon High School.

3. The Rangoon High School was successful in passing seven pupils for the Calcutta University entrance examination. For the rest, this school did good work by extending the usefulness of its normal classes, and by pushing forward the surveying and mensuration classes. The Rangoon High School is however very expensive; and it will have to do a good deal more to maintain its position as the foremost, and to justify its expenditure as the most costly, school in the province. The middle department of the high school was beaten by the corresponding branch of the Akyab District School in the scholarship examination. The normal department of the Rangoon School, though it does much good, and though it has recently been improved by the more systematic working of the pupils in the practising school, does not as yet adequately fulfil the requirements of the country. It does not turn out a sufficient number of certificated teachers for the wants of even the Pegu division only; and many indigenous primary schools, which deserve and would make excellent use of certificated assistant masters, are still unsupplied. Some few of the normal pupils have failed to give satisfaction in the schools to

which they have been sent. If the Educational Department is to continue stimulating indigenous schools to further improvement, the supply of certificated teachers must be increased and the standard of excellence among these teachers must be advanced. Good normal classes will assuredly be required at Moulmein and Akyab as well as at Rangoon. As yet only inadequate scope has been given for the exertions of the experienced lecturer in Natural Science, who has come from England. When the Calcutta University allows under-graduates to bifurcate into the science course after passing the Entrance, the Rangoon under-graduates will be able to give much time to the subjects taught by Dr. Romanis. It is hoped that this important reform will not be much longer postponed.

Other high schools.

4. The Akyab and Moulmein Government schools and the Karen Mission school at Bassein rival, and in some respects excel, the corresponding branches of the Rangoon High School. The Akyab and Moulmein schools furnish an excellent example to most of the other Government schools at the head-quarters of districts. The Bassein Mission School is the chief and central institution of a body of some 14,000 Christian Karens, who are scattered over nearly seventy parishes, and who subscribe liberally to their central school, while they maintain more than thirty parish schools. During the past year the Karen Christians have contributed nearly Rs. 40,000 to the annual expenses and to the endowment fund of the Bassein institution. The work of the Baptist missionaries is already bearing fruit among the Karens of the Bassein district, for the villages affiliated to the institution are said to have become more orderly and quiet since education has been so widely spread among them. It is to be hoped that the effort of the American missionaries of Toungoo and Henzada may hereafter have the same effect on the Karen population of those districts.

Middle schools.

5. Among the middle schools which possess no "high" department, the Bassein Government school was the most successful in the province. The classes at St. John's College, Rangoon, are very full and very popular; and this institution, to which the Revd. Dr. Marks devotes so much unremitting attention, has done great service to the province by turning out numbers of active, honest young men fit for the public service and for success in other careers. The establishment of a cadet company of volunteers among the boys of the college will give the students valuable lessons in discipline and regularity, in both of which characteristics the Burmese, are often wanting. Until the lads of this college present themselves for the university or for provincial examinations, it is difficult to compare their acquirements with those of other school boys. There are some other middle schools which do useful work and hold out promise of possible future excellence. But as yet the Government and aided middle schools at Henzada, Tha-yet-myo, Toungoo, Tavoy, Mergui, and Kyouk-pyoo hardly reach the standard required for schools at the head-quarters of districts in this wealthy and flourishing province.

Primary schools.

6. There are some few Government and missionary school departments or schools which are classed as primary; but the great majority of the primary schools of Burma are the indigenous monastic and lay schools. The lay schools for the most part receive girls up to the age of 12 years, as well as boys; monastic schools receive boys only. Of monastic schools, 2,693 were visited and 507 received aid; of lay schools, 355 were visited and 191 received aid from public funds during the year.

The children at these indigenous schools number 70,858 boys and 3,330 girls out of the total of 80,292 children at all schools in the province. At some of the best of the lay and monastic schools the standard attained by the elder children, boys and girls, is really very fairly good; and at such schools the children, even in the youngest and lowest classes, are well taught. It is hardly too much to say that no child passes out of one of the indigenous schools of Burma without being able to read and write Burmese fairly well. But in the majority of monastic schools the teaching of arithmetic is very deficient; in some it is altogether absent; while in no monastic or lay schools of the old, unimproved type is there any teaching of geography or history, or is any instruction imparted on grammar, or is any technical subject or teaching of physics of any kind attempted. After some years of only partial success, the Education Department has, mainly through the instrumentality of Native Burmese Inspectors, got the teachers of monastic schools and of indigenous lay schools to accept, with gladness, which now seems to be heartfelt, the visits, the inspection, and the guidance of our educational officers.

Government system in indigenous schools.

7. Effort is principally directed to extending and systematising instruction in arithmetic, and to gradually grafting the teaching of other subjects, such as the geography and history of Burma, grammar, surveying and mensuration, and simple sanitary laws, on the curriculum of indigenous schools. These ends are gained by inspecting and visiting indigenous schools; by the distribution of approved text-books, free or at cheap rates; by holding periodical examinations on the results of which money grants are made according to fixed standards; by posting trained assistant teachers, paid from public money, to successful schools where the teachers seek such aid; and by establishing scholarships for the best boys at indigenous primary schools. One Deputy Inspector has been added to the staff during the year for the exclusive business of inspecting Karen schools; and the account given in the present report shows that the Inspectors and Deputy Inspectors have done their work, most of them fairly, and some of them very, well. But distances are long and travelling is difficult in Burma; and as yet we have not been able regularly and adequately to inspect all the monastic schools in outlying tracts. The teachers of indigenous schools are now, for the most part, ready to adopt, and the parents of the pupils are eager to buy, the improved Burmese text-books which are now issued at cheap rates by the Education Department. The total number of issues of these books is however, as yet, comparatively small; and some time must elapse before copies of necessary books, like arithmetic primers, or of the more elementary school books on the geography and history of Burma, are in the hands of even the boys now able to use them to advantage. The useful map of Burma, showing all the mountains and rivers, recently issued by Mr. Max. Ferrars, is too costly, and is somewhat too complicated for an elementary school map, to be used by boys who never saw a map before. A simple, clear, and cheap Burmese map of Burma has still to be prepared and published.

Results achieved.

8. The total number of children for whom payments were made on the results-grant system was—

in 507 monastic schools for	..	..	..	..	1,441 boys
in 191 lay schools	..	..	..	..	1,101 ,,
ditto ditto	..	..	..	..	332 girls.

The total of the grants made for these 2,874 children came to Rs. 12,166 for the whole year. Last year the grants aggregated Rs. 13,360 for 2,889 children. The

number of primary scholarships awarded during the year was very small, only 14 in all for the whole province; and no primary scholarships were awarded at all in the districts of Thone-gwa, Tharrawaddy, Hanthawaddy, Tha-yet-myo, Amherst, Moulmein, Mergui, Akyab, Kyouk-pyoo, Sandoway, Arakan Hill Tracts, Salween Hill Tracts. To only 36 schools, out of the 3,048 indigenous visited by the department, had trained assistant teachers been posted; last year the total number of these teachers was 35, so that only one additional trained teacher has been sent out to an indigenous primary school during the year.

Inadequacy of expenditure and effort on indigenous schools.

9. The Chief Commissioner is unable to resist the conclusion that the expenditure incurred and the efforts directed to improving and extending the instruction at indigenous schools are still altogether insufficient; and that the Educational Department ought to devote more of its available funds and increased efforts to these schools, which after all contain 92 per cent. of the school-children of the province, and have an infinitely more far-reaching effect than all the rest of the schools put together. The system under which these schools are to be improved, by four or five different processes, is excellent; but, as yet, it seems to be insufficiently applied. It is by no means clear that the rate for paying results-grants, which suffices for advanced popular lay schools in Rangoon, will suffice to evoke efforts at monastic schools in remote villages of Toungoo or Tavoy. It should be considered whether power may not usefully be taken for giving results-grants on somewhat easier terms in backward districts where the local Committees so recommend. At any rate, renewed effort must be made to equip a larger number of trained assistant teachers. The sanctioned primary scholarships should not be withheld anywhere, but should be awarded to the best boys in each district. In places the standard of acquirement may not be high to begin with; but nothing will serve to evoke exertion and rivalry among schools, school-masters, or boys so much as regular scholarship examinations, where the best boys are certain of getting a fixed number of scholarships annually.

Financial.

10. The available funds at the disposal of the department for the year appear to have been—

	Rs.
From provincial revenues	2,03,172
„ local rates and cesses	49,921
„ endowments	1,924
„ school fees, &c.	61,446
„ municipal grants	27,974
„ other sources, principally missionary society grants and contributions	65,630
Total	4,10,067

And this money was expended thus :—

	Rs.
High and middle schools	1,07,434
Indigenous primary schools	25,196
Other primary schools	1,57,715
Special and technical schools	7,449
Scholarships	3,660
Prizes and rewards	1,740
Pali literature	6,494
Government book depôt and supply of books and maps	18,045
Board of Examiners	1,600
School buildings, &c.	24,195
Direction and inspection	56,609
Total	4,10,067

The expenditure on indigenous primary schools consists of—

	Rs.
result grants paid in accordance with rules	12,166
cost of 36 assistant teachers at an average of Rs 30 each	12,960
Total ..	25,126

The Chief Commissioner considers that this expenditure on indigenous schools should be increased, and that more of the attention of the department should be devoted to developing these schools.

Book depôt.

11. The transactions of the book depôt were satisfactory so far as they went; and the province is much indebted to the School-book Committee for what they have done and for what they have arranged to do. The Educational Department already possesses good vernacular primers in spelling, grammar, arithmetic, algebra, geography, and physiology; and a Burmese sanitary primer will shortly be sent to the press. Some of these books are however out of print; and cheap reprints of such primers are greatly required.

Labours of the Pali Professor.

12. The account given in the Director's report of the work done by Dr. Forchhammer, the Professor of Pali, is interesting. It appears to be certain that orthodox Burmans greatly value instruction in Pali for their children; and that, if our primary school system is to be popular, it must provide for some instruction in the Pali language. This is now being done by teaching Pali to the normal classes, and by gradually extending the number of Pali teachers working directly under Dr. Forchhammer.

Changes of system and organization.

13. Among the more important changes and measures introduced during the year may be noticed—

(*a*) the revised classification of schools and colleges in accordance with the scheme laid down by the Government of India;

(*b*) the determination of fixed standards of instruction and examination for each class of school;

(*c*) the revision of the scholarship system so as to suit the new classification;

(*d*) the discussion of the terms on which Burma students could be sent to the medical schools of Calcutta and Madras;

(*e*) the revision of the rules for aiding primary schools, and the special arrangements for inspecting and aiding missionary schools among the Karens;

(*f*) the requirement of educational tests from candidates for employment in the public service;

(*g*) the extension and establishment of survey classes in the high, the normal, and certain other schools;

(*h*) the prosecution of the reform whereby municipal and town funds undertake the cost of elementary schools within town limits.

The full effect of these measures has not yet been felt. But, on the whole, the year has been a year of fair progress and of consolidation. The officers of the department have worked well; and the good service done by some of the Native Deputy-Inspectors is deservedly praised by the Director. To the Director, Mr. Hordern,

to Mr. Gilbert of the high school, to the Revd. Mr. Carpenter, and to the other educational officers and Reverend missionaries whose names are brought forward in the Director's report, the acknowledgments of the Chief Commissioner are due for the good done in the cause of education during the year 1879-80.

By order of the Chief Commissioner,

G. D. BURGESS,

Offg. Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN BRITISH BURMA

FOR THE YEAR 1879-80.

SECTION I.

INTRODUCTION.

Materials for the report.

IN accordance with standing orders, the present report embodies the substance of the annual reports submitted by the Senior and Junior Inspectors of Schools in addition to a general record of the administration of the Department.

Classification of schools.

2. The schools have been classified in as close accordance as possible with the regulations of the Government of India; and the statistical information is, for the first time, furnished in the newly prescribed forms.

It was to be expected that difficulties would arise in the first preparation of the new returns, and the results here recorded must be read in view of the fact that managers of schools have differed in their interpretation of the forms, and that as the schools have not yet been tested by a general Provincial examination, the classification of the pupils is to some extent arbitrary, its accuracy depending upon the adherence of managers to the published standards.

It should be added that managers of schools, both Government and aided, have uniformly welcomed the publication of clearly defined standards for the schools of each grade, and that aided schools have generally shown great readiness to fall in with the departmental scheme.

Summary of the year's operations.

3. The past year has been marked by a complete review of every part of the departmental system, by the introduction of radical reform in various directions, and by the adoption of some new measures of great importance.

Early in the year the local Government was called upon to consider the revision of the standards of instruction for schools of all grades in accordance with the newly adopted regulations of the Government of India; and simultaneously with this question a series of proposals had to be considered affecting the plan of aiding indigenous schools, the system of Government scholarships, and the like. As the questions thus to be considered affected a wide range of interests, and in order to obtain the benefit of the advice of those most conversant with educational matters, and to allow those most interested in the questions raised a voice in their settlement, the Chief Commissioner determined to form a special deliberative Committee, in which should be represented not only the Government but the missionary bodies of various denomination and the independent native public.

The Committee was constituted as follows:—

P. Hordern, Esq.,—*President.*

G. D. Burgess, Esq.	Revd. J. E. Marks.
J. H. Gilbert, Esq.	Moung One, C.I.E.
Revd. C. H. Carpenter,	,, Po Moung.
Right Revd. Bishop Bigandet.	,, Bwa.
Major R. C. Evanson.	Mr. W. S. Sandys.

L. A. Goss, Esq.,—*Secretary.*

A programme of subjects for discussion was prepared, and a succession of meetings was held in August last at this office, the result of which was summarized in a subsequent report to the Chief Commissioner; and the recommendations of the Committee were ultimately embodied in a general "revised scheme" of education for the province, which will be found *in extenso* in Appendix A. of this report.

The following is a brief summary of the chief events of the year, including the measures recommended by the Special Committee:—

(i).—The standards of instruction for the schools of each grade have been thoroughly revised, and made the test by which all schools will in future be graded as "Primary," "Middle," and "High."

(ii).—The departmental system of aiding indigenous schools has been revised throughout, the standards of examination being assimilated to those prescribed for general adoption, and various measures being introduced for the better working of the existing machinery.

(iii).—A special scheme has been adopted for the encouragement of Karen primary schools.

(iv).—An additional Deputy Inspector for Karen schools has been appointed to supervise the last named scheme.

(v).—In connection with the same scheme, a class of Karen teachers has been formed in the normal school attached to the Government High School, Rangoon.

(vi).—The system of Government scholarships has been revised, and a 3rd grade of scholarships has been added to the two previously existing.

(vii).—The rates of schooling fee payable in Government schools of all grades has been revised. (Appendix B.)

(viii).—Special classes for the teaching of land surveying have been opened at the three high schools of Rangoon, Akyab, and Moulmein in connection with a general scheme for the testing of students and for the future employment of those qualified. (Appendix D.)

(ix).—A plan has been sanctioned for encouraging Burmese youths to join the medical colleges of Madras or Calcutta. (Appendix G.)

(x).—Regulations have been laid down for the conduct and inspection of schools in jails. (Appendix E.)

(xi).—A Standing Departmental Committee has been formed for the examination and preparation of school text-books, and has commenced the examination of the text-books now in use. (Appendix C.)

(xii).—Some highly interesting researches have been made by the Professor of Pali in the hitherto unexplored field of Buddhist literature presented in the province. Through the kindness of Dr. Rost, Librarian of the India Office, a very valuable collection of works bearing on Sanskrit and Pali literature (the property of the late Professor Childers) has been secured for the library of the Professor of Pali.

(xiii).—The Government High School, Rangoon, has attained conspicuous success at the University Entrance examination, and its

status has been raised by the formation of a college department and its affiliation in Arts to the University of Calcutta, with effect from the 1st of January 1879.

(xiv).—A very important resolution has been adopted by which the passing of the Departmental Middle School standard (and *à fortiori*, of any higher standard) will, in future, give to candidates for the Government service a preference over candidates whose qualifications are not thus certified.

In addition to the above operations, the grant-in-aid rules have been under revision, and a new code will be very shortly issued. The question of further provision for the training and testing of teachers has been under consideration, and measures, with this object in view, are now before the local Government; and the whole question of the education of Europeans and Eurasians has been reviewed in connection with a scheme of the Archdeacon of Calcutta, and a report on the subject has been submitted to Government.

General statistics of schools and scholars.

4. The number of schools under Government inspection at the close of the year was 3,124, with an attendance of 80,292 scholars compared with 3,098 schools and 76,874 scholars returned for the previous year. An increase is thus shown of 26 schools and 3,418 scholars.

I append the usual table showing the distribution of schools in the several districts :—

Statistics of schools and scholars as returned on the 31st March 1880.

Division.	District.	Name of school.				Pupils attending.				Remarks.
		Government.	Private.		Total.	Government.	Private.		Total.	
			Missionary.	Others.			Missionary.	Others.		
Arakan ..	Akyab ..	2	..	88	90	224	..	2,223	2,447	
	Kyouk-pyoo ..	1	..	22	23	75	..	415	490	
	Sandoway ..	1	..	32	33	81	..	606	687	
Pegu ..	Rangoon including Hanthawaddy	3	9	843	855	443	1,769	17,948	20,160	
	Thone-gwa ..	2	..	266	268	112	..	6,923	7,035	
	Bassein ..	2	4	313	319	188	304	7,223	7,715	
	Henzada ..	2	15	136	153	162	388	3,203	3,753	
	Tharrawaddy ..	1	3	76	80	26	80	1,722	1,828	
	Prome ..	4	2	271	277	198	90	8,119	8,407	
	Tha-yet-myo ..	1	2	120	123	23	122	3,332	3,477	
Tenasserim	Amherst ..	4	6	327	337	308	662	7,365	8,335	
	Tavoy ..	1	1	109	111	74	62	3,359	3,495	
	Mergui ..	1	..	18	19	56	..	769	825	
	Shway-gyin ..	1	..	267	268	59	..	5,642	5,701	
	Toungoo ..	1	5	162	168	65	465	5,407	5,937	
	Total ..	27	47	3,050	3,124	2,094	3,942	74,256	80,292	

In this summary, as in the general statistics just given, I have not treated each department of a school as a separate institution, but have adhered to the usual plan of regarding as an individual school each complete institution. This plan seems necessary in order to convey a correct impression of the existing machinery of instruction.

In the tables appended to the report, each department of a school high, middle, and primary figures as a distinct institution, and a very erroneous idea of the actual number of schools in operation might be thus conveyed to a reader unacquainted with the prescribed method of classification.

Expenditure.

Financial statistics.

5. The gross expenditure of the year on education was Rs. 4,10,067, against Rs. 4,13,835 in 1878-79. There was therefore a decrease of expenditure of Rs. 3,768.

The expenditure was distributed in the following proportions:—

Charges.	Expenditure from						Total Expenditure.
	Provincial funds.	Local rates on cesses.	Proceeds of endowment.	Fees and fines.	Municipal grants.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	21,254	..	..	..	..	..	21,254
Inspection	26,258	9,097	..	..	..	..	35,355
Instruction	1,54,660	40,824	1,924	61,446	27,974	65,680	3,53,458
Total ..	2,03,172	49,921	1,924	61,446	27,974	65,680	4,10,067

Subjoined is a statement of the details of the expenditure summarized above.

Summary of expenditure on education in British Burma during the year 1879-80.

Details.		Expenditure from						Total Expenditure.
		Provincial funds.	Local rates or cesses.	Proceeds of endowments.	Fees and fines.	Municipal grants.	Other sources.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction		21,254	..	..	..	..	..	21,254
Inspection		26,258	9,097	..	..	..	..	35,355
High and middle schools	Government	42,035	2,031	..	8,545	8,881	27	61,519
	Aided	11,096	..	681	12,546	..	21,592	45,915
Primary schools	Government	29,922	13,750	..	13,782	8,482	31	65,967
	Aided	22,688	16,278	1,243	26,400	8,189	42,126	1,16,874
Special schools — For normal training	Government	3,115	..	..	..	..	..	3,115
	Aided	..	..	..	..	..	..	..
Special schools — For engineering and surveying	Government	*4,161	..	..	173	..	..	4,334
	Aided	..	..	..	..	..	..	..
Scholarships—								
Entrance scholarships		1,551	..	..	..	..	..	1,551
Junior ditto		..	..	..	..	70	..	70
Primary ditto		..	1,799	..	..	240	..	2,039
Prizes and rewards—								
Prizes in Government schools		1,072	71	..	..	312	..	1,455
Annual district prizes		..	285	..	..	..	..	285
Grants for encouragement of literature—								
Purchase and collection of Pali manuscripts		†6,494	..	..	..	..	..	6,494
Government Book Depôt—								
Purchase and publication of books, maps, &c.		12,848	..	..	..	..	..	12,848
Office establishment		2,862	..	..	..	..	..	2,862
Contingencies		486	..	..	..	..	..	486
Commission paid to agents		1,904	..	..	..	..	..	1,904
Board of Examiners		1,600	..	..	..	..	..	1,600
Construction and maintenance of buildings—								
Expenditure on Government educational buildings		5,573	4,527	..	..	..	..	‡10,100
Ditto private ditto		6,300	2,000	..	..	1,800	1,854	11,954
Miscellaneous		§2,058	83	..	..	..	..	2,141
Total		2,03,172	49,921	1,924	61,446	27,974	65,630	4,10,067

* Including value of survey apparatus, books, and stationery supplied by Government.
† Including the salary of the Professor of Pali.
‡ Including expenditure by Public Works Department.
§ Rs. 1,750 grant-in-aid to the Moulmein Town School, and Rs. 308 on account of the late Government girls school.

Expenditure from Department of Public Works budget.

		Rs.
(*a*)	Repairs	5,141
(*b*)	Minor works (up to Rs. 200)	161
(*c*)	Large ditto (above ditto)	418
	Total ..	5,720

Expenditure from educational budget.

(*d*)	Repairs to Government buildings	69
(*e*)	Minor Government buildings	..
(*f*)	Ditto building grants-in-aid (Rs. 1,000 and under)	8,800
(*g*)	Large ditto ditto (above Rs. 1,000)	6,300
	Compensation for land taken up for building school-master's house, Akyab	4,311
	Total	14,480
	GRAND TOTAL ..	20,200

SECTION II.

CONTROLLING AGENCIES.

6. No actual change has been made in the strength of the controlling staff, which consists of the Director, the Senior and Junior Inspectors and seven Deputy Inspectors of Schools; but the appointment of an additional Deputy Inspector of Schools has been sanctioned, with effect from the beginning of the current official year, for the special supervision of the Karen primary schools scattered through a large number of districts.

During the past year each Inspector has been able to confine his attention exclusively to his proper circle; and the work of inspection has thus been much more thoroughly performed than was possible last year.

The following is a summary of the inspections made by each Inspector of Schools:—

Schools inspected.

	High.		Middle.		Primary.				Total.
	Government.	Aided.	Government.	Aided.	Government.	Monastic.	Lay.	Others.	
Senior Inspector.	2	..	5	8	12	117	41	8	193
Junior Inspector.	1	..	12	12	15	62	77	6	185
Total	3	..	17	20	27	179	118	14	378

My own inspection tours have not extended beyond the Bassein, Tharrawaddy, Prome, Tha-yet-myo, and Moulmein districts, and I hope during the current year to be able to traverse a wider area. The current work of the office,

however, increases annually, and necessarily prevents my taking any large share in the inspection of schools.

The important and responsible work of the Deputy Inspectors has, with hardly any exception, been satisfactorily performed; and the staff has been considerably strengthened by the promotion to the vacancies in Henzada and Arakan of two very deserving officers, whose work promises to justify their selection.

District Committees and Sub-Committees of Public Instruction.

7. The Senior Inspector of Schools, Mr. Ferrars, is disposed to question the general practical utility of these supervising bodies in view of the obvious fact that the duties of members of committees are usually an addition to a heavy load of more congenial duties, and that the system does not practically excite the desired amount of local interest in educational matters.

The difficulties under which such bodies work are not hard to see, and their activity varies in the several districts; but of the usefulness of this agency I entertain no doubt whatever, and I thankfully acknowledge the material help which I have received from the Committees generally. I anticipate also the necessity in future of calling upon the District Committees to take a more active part than heretofore in the annual provincial examinations.

The Sub-Committees presided over by the resident Assistant Commissioners at sub-divisional head-quarters are, I consider, no less useful in their place. The efficiency of these bodies, composed principally of influential natives, necessarily depends very much, in each case, on the personal efforts of the President, and the Department has been much indebted, in numerous instances, to the interest shown in the local schools by Assistant Commissioners in charge of sub-divisions.

Municipal Committees.

8. The transfer in certain districts of educational charges to municipal funds has led to the constitution of the Municipal Committee as a special Committee of Education. This measure has been adopted at Moulmein, Prome, and Henzada.

Grant-in-aid rules.

9. The revision of the grant-in-aid rules was deferred until near the close of the year, the subject being closely dependent on the revision of the standards of instruction and on the character of other departmental reforms which were effected in the course of the year.

The revised rules, which are now with the Chief Commissioner, will very shortly be published, and will take effect from next year.

SECTION III.

University Education.

Affiliation of the Government High School, Rangoon, to the Calcutta University.

10. The principal subject for notice in this section is the public recognition of the college department which has been formed at the Government High School, Rangoon.

As reported last year, two under-graduates of the Calcutta University took up the F. A. course; and the matriculation of seven more pupils of the school in December last led to a formal proposal for the affiliation of the school to the University up to the standard of the F. A. examination. The application has been granted by the University, and the school affiliated in Arts, with effect from the 1st January 1879.

The status of the school is thus raised to that of a college; and the designation will probably be altered accordingly, the title of every institution being regulated by the standard to which it teaches, and a college or college department being defined as an institution which contains only students who have passed the University Entrance examination.

Government High School, Rangoon, college department.

11. This department of the school was only formally recognized at the close of the year, and consists at present of a class of four under-graduate students who are reading for the First Arts examination.

SECTION IV.

SECONDARY EDUCATION.

Under this heading I have to treat of high and middle schools, that is, schools teaching up to the standard prescribed by Government for these grades, or at least professing to do so, and with a fair prospect of success. A clear definition being thus laid down, it will yearly become an easier task to assign to each school its proper position.

The standards adopted for the schools of each grade will be found in full in the appendix.

High Schools.

12. A high school or department is defined as an institution which contains only pupils who have passed the Middle School examination and have entered upon a two years' course, culminating in the University Entrance examination.

In this grade are placed the three Government schools of Rangoon, Akyab, and Moulmein, and the American Mission school for Sgau Karens at Bassein. In Mr. Cross's Karen school at Toungoo, the maintenance of a high department has been discontinued. One or two other aided schools hitherto reported as of the middle grade have returned a section of the pupils as forming a high school department; but I have not felt justified in altering the grade of these schools at once, and have thought it best before doing so to await the issue of the current year's inspections and of the first application of the new tests.

13. The original constitution of this school falls in very naturally with the recent regulations of the Government of India, the only modifications involved being the recognition of the original lower department as the upper primary department, and of the preparatory school, hitherto conducted as a separate institution, as the lower primary department. The publication of the new standards involved also a complete re-classification of the school which was effected in September last. The institution is therefore now divided into five departments,—the college department, the high school, the middle school, and the upper and lower primary school departments.

Government High School, Rangoon.

The special schools attached to the institution, *viz.*, the normal school, the survey school, and the drawing school, were not affected by the new arrangements.

The total attendance at the school in all departments at the close of the year was 373, against 377 last year; and as the rates of schooling fee were raised in the middle and upper primary schools early in the year, the attendance is very satisfactory.

The average daily attendance was 279, or 74 per cent. of the average number on the registers.

The continued efficiency of the school is testified in the high school department by the passing of seven candidates (the whole number presented) for the Calcutta University Entrance examination; in the middle school by the gaining of four senior Government scholarships, and the special commendation of four other candidates; and in the primary school by the large number of promotions which were involved on the introduction of the new standards.

The high estimation in which the school is held is proved by the steadiness of the attendance notwithstanding the raising of the fee-rates.

The boarding department has been economically and successfully administered. Ninety-six boarders were entertained at the end of the year. The outlay of the year amounted to Rs. 5,770 and the receipts to Rs. 6,328, exceeding the expenditure by Rs. 538, the total balance at credit of the boarding department on the 31st March having amounted to Rs. 1,771, and a balance of Rs. 1,213 being brought forward from 1878-79.

The library attached to the boarding establishment, which is entirely maintained from the funds of the boarding department, is a valuable institution. The library contains at present about 200 volumes, and in the reading-room all the principal English newspapers and magazines are provided. A small monthly

subscription is paid by both boys and masters, and the majority of the English-speaking pupils are subscribers.

The cost of establishment is necessarily heavy in the college and high-school departments. The total cost of the institution, excluding special charges, was Rs. 41,355. Thus, taking the institution as a whole, the cost for each pupil was about Rs. 28 to the parent and Rs. 120 to the Government.

One additional special school was opened during the year in connection with the high school for the teaching of land surveying in accordance with a general plan for the encouragement of this study in the province. The details of the plan will be found in Appendix D. The success of the plan has yet to be tested, and will depend greatly on the efficiency of the agency employed.

A very interesting episode in the history of the year has been the formation in the normal school attached to the high school of a special class of Karen village school teachers, which will be noticed fully in connection with the normal school.

Perhaps the most interesting work, however, in connection with the high school has been that undertaken by the Professor of Pali, Dr. E. Forchhammer, whose labours will have an interest for scholars in Europe and in India not less than in this province. A full account of these labours is given in a subsequent section, and I need only briefly state here the arrangements under which the study of Pali has hitherto been conducted in the school.

Until the arrival of the Professor, the teaching was entrusted exclusively to three native masters, and the entire work of teaching has, in fact, devolved on these officers until very near the close of the year under report. Dr. E. Forchhammer, who joined his appointment as Professor of Pali in February 1879, has been occupied throughout the year (until the end of February 1880) in the study of the vernacular, in literary researches in the interior of the province, and in the collation and transcription of Pali manuscripts. On taking up his residence in Rangoon, the Professor at once proposed plans for organizing the instruction in Pali in the school, and submitted proposals for the entertainment of a permanent staff of teachers. The orders on these proposals are still awaited, and, as soon as they are received, the position to be in future assigned to Pali in the provincial examinations will be determined. Pali has already been admitted by the University of Calcutta on the list of classical languages prescribed for the public examinations.

My acknowledgments must here be given to the Principal of the High School, Mr. J. H. Gilbert, for the devotion and efficiency with which he has continued to control and administer the entire institution. I have only to regret that his arduous labours have so seriously affected his health that he has, since the close of the year, been compelled to leave the province on furlough.

High school department.

14. Twenty pupils were attending in this department at the close of the year, as compared with 15 last year; and the efficiency of the teaching has been shown by the success of the candidates for the University Entrance examination in December last. Seven candidates were presented, and all passed the test: four in the 1st division, two in the 2nd, and one in the 3rd.

For this encouraging success special credit is due to Mr. Hayes, the teacher of mathematics, who was also well supported by his colleague, Dr. Romanis.

The Senior Inspector of Schools is disposed to regard this success with little satisfaction as being the result of "cramming;" but, while fully recognizing the evils of mere "cram," I cannot think that it is for the interest of the province to discourage efforts to qualify our pupils to pass the carefully prepared tests of the University, and thus to bring our educational system into harmony with that of India.

In Mr. Ferrars' opinion, however the high school operates as a drag upon schools of all classes in the province, an opinion which it need hardly be said I do not endorse; and the success of these candidates seems to me to be a cause for genuine congratulation.

In the appendix (Appendix I) will be found regulations under which the high department is thrown open to out-students who may wish to have the benefit of instruction by the high school staff.

15. Nineteen pupils are returned as forming the high department, and the Inspector's report shows that this classification is fully justified, and that the state of the two classes into which the high school is divided affords excellent promise for the future. Special attention to Burmese will be necessary in the case of pupils taking this as the second language. In some other subjects the classes are not yet uniform; but, on the whole, satisfactory progress has been made. Mr. Gray is well supported in this department by Mr. Campagnac, but he strongly urges the necessity of appointing an additional assistant master. The District Committee support this application, and I trust that it will be favourably received. The measure is the more urgently called for since Mr. Campagnac took charge of the survey class in addition to his other duties.

Government High School, Akyab, high department.

16. This institution ranks as a high school by virtue of a small matriculation class opened late in the year, and it is hoped that this status will be maintained and be more fully justified from year to year.

Government High School, Moulmein, high department.

Hitherto the school can hardly be considered to have justified by its out-turn the somewhat costly nature of its establishment.

A middle school for 168 boys might be maintained at considerably less cost than that which is here incurred; and unless the prescribed standard of a high school is maintained, some revision of the establishment will probably be called for.

With its present staff, the middle department of the school should be able to supply yearly a fair number of pupils fully qualified to enter on the course prescribed for matriculation.

17. A class of eight pupils who have gone completely through the course prescribed for middle schools, and are prosecuting a high school course, are returned as forming this department. The Revd. C. H. Carpenter, the superintendent, has made his classification with some diffidence; but the school is at all events working up to the high school standard, and deserves to retain its place in this grade until the effort is abandoned or proved to be futile. The teaching staff is very efficient, and, as Mr. Carpenter says, qualified to teach up to the F. A. standard.

Sgau Karen School, Bassein, high department.

Mr. Carpenter notices in his pupils a marked weakness of memory, "a subject once well understood being quickly forgotten," and rightly urges that with a people like the Karens, who have been "sleeping in ignorance for many centuries," a rapid advance is not to be expected.

I paid a visit to this institution in November last, and was much interested. The new buildings completed since my last visit, and erected entirely at the cost of the Karen people are among the finest buildings in the province. Admirably planned and finished, and liberally furnished and equipped, they form a really striking memorial of the liberality of the Karens and of the influence gained over them by the American Baptist Mission.

The organization of the school is excellent, and a short examination of some of the classes entirely satisfied me with the efficiency of the teaching. I was especially struck with the knowledge of Burmese which has been acquired throughout the school, Mr. Carpenter's laudable efforts in this direction having been most successful. The school sets an example to all aided mission schools in the province: while its primary object of conveying religious instruction is never lost sight of, the uses of secular instruction are not less fully recognized, and the managers spare no pains to work in harmony with this Department, and to adapt their system and curricula of study to those prescribed by Government.

Middle Schools.

According to the definition adopted during the past year, a middle school or department contains only pupils who have passed the Upper Primary School examination and have entered upon a three years' course of study, which carries them to the standard of the Middle School examination, which is the qualification for admission to a high school.

Judged by this standard, eight Government and 18 aided schools are returned as of the middle grade; and adding to these the middle departments of the four high schools already noticed, we have a total of 30 middle schools under inspection.

The course of instruction for middle schools has been very carefully revised, and considerable additions have been made to the list of subjects previously included in the course.

The rates of schooling fees payable in Government middle schools has also been revised, Rs. 3 per mensem being now charged in the middle department of the Rangoon High School and Rs. 2 per mensem (instead of one rupee) in all other middle schools.

The progress of the Government middle schools during the past year has, I consider, been very steady and satisfactory. The attendance has improved, the inspection reports have been generally very favourable, and the test furnished by the Entrance Scholarship examination (corresponding with the Middle School examination) shows that those schools in every case are either steadily maintaining or approaching the position for which they are intended; and there will be no question as to the utility of maintaining those on which a special report has to be made in the current year.

The Toungoo School has revived under the efficient management of Mr. Simon; and the schools at Kyouk-pyoo, Sandoway, Shway-gyin, Tavoy, and Mergui are making steady progress.

Of the aided middle schools, those of the Roman Catholic and American Baptist Missions seem to hold the foremost place; but until the curricula of these schools have been for some time fully adapted to the standard prescribed by Government, they will naturally make less show at the Provincial examinations.

Judged by the test of the Scholarship examination, the following is the order in which the competing schools stand as regards efficiency:—

Government High School, Akyab.
Do. High School, Rangoon.
Do. Middle do., Bassein.
Do. do., Moulmein.
Do. do., Kyouk-pyoo.
Do. do., Shway-gyin.
A. B. M. Sgau Karen School, Bassein.
Government School, Mergui, } equal.
Ditto Tavoy, }
S. P. G. School, Toungoo.

The test of the Scholarship examination was not applied to some important aided schools, and is of course not infallible. At the same time, it may be taken as a fair indication of the relative position of the schools from which candidates were presented.

I proceed to notice briefly each separate school.

Government High School, Rangoon, middle department.

18. The report of the Senior Inspector, who examined this school early in the year in the absence of the head master, was very unfavourable; and the school, no doubt, suffered to some extent from the absence of the head master, Mr. Sleigh, on sick leave during two months of the year. Nevertheless, there is, I think, every reason for satisfaction with the progress of the year.

At the Senior Scholarship examination the whole of the 1st class, with one exception, competed, and of 13 candidates four obtained scholarships and four received honourable mention, the attainments of the whole class being shown at the same time to be both level and creditable.

The attendance has risen from 80 to 101 and the fee receipts from Rs. 2,561 to Rs. 3,116.

Government High School, Akyab, middle department.

19. This section of the school has again earned distinction at the Provincial Scholarship examination. Senior scholarships were awarded in December last to six of the eight candidates presented, and the remaining two were honourably mentioned. The Inspector reports that the department contains plenty of good material, but that considerable inequality prevails at present in the classes. The school is naturally weak in the Burmese language, and the Inspector suggests the appointment of a special teacher of the language. Meantime, the school

appears fully to maintain its very creditable position; and the primary section, containing 131 pupils, has been not less efficiently taught.

Looking to the high status of the school and to the excellent service rendered by Mr. H. D. Gray during a long period, it is with regret that I have to add that in some respects the administration of the school has been less satisfactory. The annual report of the school, due in April, was not received until July; and the periodical returns required from Government schools have been both unpunctually submitted and irregularly prepared, notwithstanding repeated admonitions. The school is in fact conspicuous among Government schools for irregularity in matters of ordinary routine, and this irregularity has lately given rise to very serious reflections on the management.

I am much indebted to the District Committee for the interest taken in the school; and I trust that, with their assistance, due attention will be ensured in future to the general administration which forms an important part of a head master's duties.

Government High School, Moulmein, middle department.

20. Three candidates from this school were presented for the Senior Scholarship examination, of whom two obtained scholarships and one was honourably mentioned.

The inspection report of the school seems to show that a less uniform standard is attained here than in the middle departments at Rangoon and Akyab; and it will certainly be expected that a larger proportion of the pupils will in future be qualified to pass the Middle School examination.

At present the impression is conveyed that the interests of the many have been postponed to those of the few more promising pupils. Sixty-seven pupils attend, of whom one is a girl.

Government School, Bassein.

21. It is pleasant to record the continued prosperity and success of this institution. The Inspector's report, which is highly favourable, was fully confirmed by my own observation; and at the Senior Scholarship examination the school attained high honours. Eighteen candidates were presented, of whom four obtained scholarships and one was honourably mentioned.

One candidate also obtained a certificate of proficiency in land surveying.

Early in the year the financial charge of the school was transferred from provincial funds to the municipality of Bassein. The change has not in any way affected the school, excepting that it has given to the townspeople a more direct interest in its welfare.

The boarding department has attained a further development, and has continued to be entirely self-supporting. I should gladly see the example of the Bassein School followed in every other middle school, not only in the maintenance of a boarding department, but in general efficiency. Mr. Simeon has been well supported by his staff, which he has inspired with much of his own energy.

Government School, Prome.

22. I visited this school in February last, and was glad to be able to confirm a very favourable report of the Inspector on the general efficiency of the school.

It is to be regretted that of the candidates presented for the Senior Scholarship examination none were successful, yet I concur with Mr. Ferrars in estimating highly Mr. Stapley's work. If no pupils have yet attained public success, the progress of the classes throughout has been steady and uniform.

The organization of the school is excellent; the attendance remarkably regular; and a slight increase is shown in the number of pupils on the rolls.

The President of the District Committee of Public Instruction considers that on the whole the school is steadily progressing, and there seems to be every reason to hope that under the new system it will take a good place among the schools of its grade.

Government School, Kyoukpyoo.

23. The reports of the working of this school are generally satisfactory. There has been a large increase in attendance, 75 pupils being returned, against 46 last year; and the progress of the classes has been creditable. The

middle department bears at present a small proportion to the attendance, but there is a good prospect of its increasing; and meanwhile good work has been done; five candidates were presented for the Senior Scholarship examination, of whom one gained a scholarship and two were honourably mentioned.

There have been two changes in the head mastership during the year. For the greater part of the time the school was in charge of Mr. C. E. Brown, on whom its condition reflects credit. The former head master, Mr. Jones, has now resumed the charge, and will I feel sure maintain its position.

Government School, Sandoway.

24. The middle department of this still young school is a small one, and presented no candidates for the Scholarship examination. The school was for some time left in charge of the 2nd master, and suffered in some degree from the weakening of its establishment.

The school appears however to be steadily working up to its intended position; and the amalgamation with it of a local indigenous school has raised the attendance from 48 to 81 pupils.

The District Committee of Public Instruction have taken an active interest in the school and afforded me material help in the management.

Government School, Toungoo.

25. In the last annual report I had to record a lamentable decline in the efficiency of this school; but a hope was expressed at the same time that the year under report would see its revival. This expectation has, I think, been amply fulfilled. The Chief Commissioner having concurred with me in thinking it premature to adopt the suggestion of the municipality that the school should be closed, a master of tried ability, Mr. Simon, was selected from the staff of the Rangoon High School and placed in charge in July last. From that time the school has, I think, made entirely satisfactory progress. Before his appointment the attendance had gradually fallen to 30 pupils, and at the close of the year the number had risen to 65.

A small middle department has been formed, and I have every confidence that under its present head master the school will rapidly rise to a good position in the middle grade. After only six months' work Mr. Simon has succeeded in reviving an institution which had almost collapsed, and deserves much credit for the manner in which he has performed the difficult task assigned to him. The school appears now to be fully approved by the municipality, which bears the cost of its maintenance.

Government School, Shway-gyin.

26. The charges for the maintenance of this school have under the orders of the Chief Commissioner been debited to the Shway-gyin Town Fund, and the arrangement has led to a proposal by the District Committee for the reduction of the school to a lower grade. I am glad however that this proposal has not been accepted.

In the early part of the year the school suffered from the serious illness of the head master, Mr. Rawlings, who died while on leave in August last. A change in the 2nd mastership was also necessitated through the illness of the permanent incumbent, and the staff has then not been maintained at its full strength. Mr. Rawlings' place was taken in June by Mr. Bird, of the Rangoon High School staff, under whom the school appears to be making good progress. Four candidates came up for the Scholarship examination, and one was elected to a senior scholarship. The Inspector in his report speaks of the tone of the school as depressing, but considers that there is hope for improvement; and a subsequent report shows that his hope is already fulfilled.

Government School, Tavoy.

27. Mr. Moore, the head master, is justified in considering that the work of his school during the past year has been very steady, and that visible progress has been made. Of a total of 74 pupils, a middle department of 18 has been formed; and of two candidates for senior scholarships one received honourable mention.

The Inspector's report is, on the whole, very favourable, and he specially notices the interest shown by the head master in his work and in his pupils personally.

Mr. Moore reports very favourably of his 3rd master, Moung Ba Bwa.

The District Committee of Public Instruction have been very attentive to the school, which is regularly visited by the members.

Government School, Mergui.

28. The greater part of the year this school was in charge of the 2nd master, Mr. Anderson, whose place was taken in February last by Mr. C. E. Brown on his transfer from Kyouk-pyoo.

The report of the Inspector is very satisfactory, and the state of the school does credit to Mr. Anderson (who has lately resigned the Department) and to his subordinates. The attendance has been remarkably regular and the Inspector's examination showed that the teaching has been thorough and efficient. The middle department is small at present, but, with its present full staff of masters, the school promises to stand well among middle schools. Five candidates competed for scholarships, one of the number receiving honourable mention.

Aided Middle Schools.

St. Paul's School, Rangoon.

29. This school continues to maintain its popularity, having an attendance of nearly 400 pupils.

The Christian Brothers provide a strong teaching staff; and while religious instruction remains the principal aim of the school, the secular teaching is very efficient, and a cordial disposition is shown to fall in with the departmental system. Of nine candidates presented for the Senior Scholarship examination in December last, unfortunately none were successful.

Some very promising pupils were however among the number, and the Inspector, after a careful examination of the classes, reports very favourably of the general state of the school.

Diocesan Boys' School, Rangoon.

30. The state of this school has, I regret to say, continued to be unsatisfactory, and no adequate return has as yet been given for the liberal grant-in-aid. The ill-health of the head master has in great measure contributed to this failure; and as he has since the close of the year resigned his appointment, a vigorous effort is now being made by the Committee under the direction of the Archdeacon of Rangoon to revive the school.

In view of the circumstances, the Chief Commissioner has consented to continue the grant to the school for the current year. A total attendance of 45 pupils was reported at the end of the year, the average attendance being 33. The Inspector considers that the middle school standard is fairly reached in the upper classes.

St. John's College, Rangoon.

31. The classes of this institution are too crowded for efficient work, and it is to be regretted that the Revd. Dr. Marks, the superintendent, himself a very successful school manager, should allow what might be one of the foremost schools of the province to be thus needlessly hampered. Every visitor to the school is at once struck by the same manifest obstacle in the way of progress; and the examinations of inspecting officers testify to the same defect. The returns of the school (which were received almost too late for inclusion in the report) show a high school department of 15 pupils. As before stated, however, I have hesitated to assign a higher position to the school until it has been subjected to trial under the newly prescribed standards, especially as Dr. Marks has not hitherto thought proper to submit any of his pupils to the test of the public Scholarship examinations. Under the new system, however, the school will, if a renewal of the grant-in-aid is desired, shortly be tested by the provincial standards applied to all aided schools, when it will be possible to assign to it its proper position. Meantime, the Inspector of Schools found no pupils at the time of his visit whom he considered qualified to pass the Middle School examination. Five hundred and sixty-three pupils are returned as on the register at the close of the year. Of these, however, 82 pupils attend a branch school lately opened in the suburb of Poo-zoon-doung.

S.P.G. St. Peter's School, Henzada.

32. The report of the Inspector on this school, a few years ago one of the best of the S. P. G. schools, is very unfavourable, and it has evidently undergone a lamentable decline of efficiency. The superintendent attributes this largely to a reduction in the grant-in-aid which was made last year; and in the hope that the school may revive, I have recommended the restitution conditionally for one year of the original grant. Dr. Marks returns the school as exclusively primary; but I should be glad to see it restored to the middle grade, there being ample room in Henzada for a good Anglo-Vernacular school. I hope to visit the school during the present year.

St. Andrew's School, Tha-yet-myo.

33. A change of the head mastership since the last report was written has effected a vast improvement in this school, which I visited and examined in February last. The school seems to have recovered from any scare which rumours of political disturbance may have caused, and under Moung Po Kin, its present master, is likely to work well. There is abundant room in Tha-yet-myo for a good Anglo-Vernacular school; and so long as the Mission will maintain an adequate establishment, the aid of Government will be well bestowed on the school.

The results of my examination were generally very creditable, and I have been glad to recommend a restoration of the reduced grant, provided a full teaching staff is maintained. Seventy-eight pupils attended at the end of the year.

St. Luke's S. P. G., Toungoo.

34. The Inspector's report on this school is very unfavourable, and I have received no special report from the superintendent. Mr. Ferrars considers that the pupils are too rapidly passed into the higher classes, and he would apparently treat the school as a primary school. It is however, I believe, intended to teach to the Middle standard; and pending the issue of this year's Provincial examination, I have not thought it necessary to reduce the grade of the school. The attendance is very large, 132 pupils being registered, and the averag edaily attendance exceeding 100.

St. Patrick's School, Moulmein.

35. No candidates were sent from this School to the Scholarship examination; but the Inspector's report, confirmed by my own observation, shows that the school continues to be efficiently worked as a middle and primary school combined.

The school has just been provided with fine and substantial new buildings, which are well filled with pupils; upwards of 300 are on the rolls, and an average of 230 attend daily. The Inspector represents that more attention to Burmese will be necessary to qualify the pupils for the provincial examinations; but the school, with its strong staff of teachers, should take a high place among middle schools.

Roman Catholic School, Toungoo.

36. The Inspector's report is very meagre, but he appears to regard the school as exclusively primary.

The managers show a small middle department, and the school, which has in former years stood well as a middle school, is left in that grade, pending the result of the current year's examination. Two pupils came forward for the Scholarship examination, but were unsuccessful. Ninety-seven pupils were registered at the end of the year; and the average daily attendance exceeded 100.

St. Peter's School, Bassein.

37. The Inspector considers that the school has fallen off in all respects, and is at present not beyond the Upper Primary standard. When I visited the school in November last, I was more favourably impressed; and if the Middle standard is not quite attained, I see no sufficient reason at present for reducing the grade of the school. Seventy-one pupils attended at the end of the year, the average daily attendance being 61.

Sgau Karen School, Rangoon.

38. Three candidates from this school were presented for the Senior Scholarship examination; but their attainments were considerably below the standard.

The Senior Inspector considers that the Upper Primary standard only is reached at present. At the same time, it is reported that both the first and

2nd classes are 'well on in Algebra'; and that the 1st Vernacular class is following the middle course in arithmetic. One hundred and thirty-seven pupils attend, of whom about 30 are girls.

The Burmese language is studied throughout the school; and Pali is also taught to a minority of the pupils. Although a uniformly high standard is not yet attained, I believe that the school well deserves the support of Government. The Junior Inspector speaks highly of the very excellent and practical instruction given in the school.

Pwo Karen School, Bassein.

39. Out of 20 pupils on the register, one is returned by the superintendent as following the high school course, two the middle school, and the remainder the primary school course. The Inspector classes the whole school as primary, and writes "very little is to "be ascertained by direct examination in this school. By attending a lesson, how-"ever, as customarily given, I am in a position to certify to the unusually rational "system introduced." It may be hoped, therefore, that the system will produce satisfactory results in the future.

Paku Karen School, Toungoo.

40. One hundred and twenty-five pupils are returned by the superintendent as all pursuing the middle school course. The Inspector of Schools would, however, include a very small proportion of the number in the middle department, classing the majority as primary. No pupils were presented for the Senior Scholarship examination.

Mr. Ferrars draws attention to the very limited extent to which Burmese is taught in the school; and it is to be hoped that the manager will gradually extend the study of the language, as far as possible, in accordance with the wishes of Government.

Bghai Karen School, Toungoo.

41. An interesting report on this school is furnished by Miss Eastman, an experienced missionary, who was in charge of the school at the end of the year. Great efforts have been made to encourage and push forward the study of Burmese; but the superintendent points out the exceptional difficulties with which it is beset in Toungoo.

In other districts the Karens live in isolated villages indeed, but in the midst of a Burmese population, and have thus abundant opportunities of acquiring a knowledge of the language. In Toungoo the case is different. The Toungoo district is divided by the river Sittang into two divisions, which are marked by a complete contrast of population, the western side being exclusively Burmese and the eastern side exclusively Karen. In no district is the separation of the two peoples so complete, and the consequent difficulty of teaching or learning the language is easily understood. It is therefore greatly to the credit of the managers of this school that the study has been so carefully prosecuted, although from the Inspector's report the standard at present reached is not a high one. Seventy-eight pupils are registered, and the average daily attendance is 53.

Karen School, Moulmein.

42. The Inspector of Schools speaks highly of the efficiency of this school, which is attended by 111 pupils of the two Karen tribes called Sgau and Pwo. The superintendent has classed the whole school as a middle department. This arrangement has, however, been so clearly made under a misapprehension that I have substituted the proportion estimated by the Inspector of Schools, who classes 25 pupils as qualified for the middle school.

The study of Burmese appears to receive careful attention, and, with its present staff, the school promises to maintain a very good position.

Girls' Schools.

St. Mary's School, Rangoon.

43. The grant-in-aid of this school was reduced last year, but has been conditionally restored for the current year. The school accidentally escaped inspection during the year; but a report of the Inspector, subsequently received, is, on the whole, very favourable, and I believe that the school well deserves the support of Government.

St. John's Convent, Rangoon.

44. This institution, which has long held a good position as a model school for girls, would be reduced by the Inspector, under the new standard, to the primary grade. Bishop Bigandet, the superintendent, on the other hand, returns a small section as following the High School course and a large middle department.

Any change in the grade of the school must at least await the results of the next Provincial examination.

That a higher standard is not reached Mr. Ferrars attributes, not to limitation of the range of studies, but to their mechanical pursuit. Meantime, a class of 24 girls fully satisfied the Inspector to the Upper Primary standard.

The orphanage, which is a branch of this institution in Fraser street, is considered by the Inspector to be hardly up to the Lower Primary standard. "Grown-up pupils," he writes, "could make no application of arithmetic; and in "geography and history the book was the sole resource for examination." The justice of this criticism will be tested under the new grant-in-aid rules, and I shall be surprised if it is not found to be unduly severe. The attendance at the two schools amounts to 276.

St. Joseph's Convent School, Moulmein.

45. The Inspector's report is in accordance with the return made by the superintendent, who shows a small middle department, the majority of the 103 pupils being in the primary section.

Diocesan Girls' School, Rangoon.

46. This section of the diocesan school has, for a series of years, continued to do well; while the boys' school, conducted in the same building, has had a hard struggle for existence.

Mrs. Warner, with one assistant only, manages this school of 40 pupils very successfully. The Inspector considers no pupils quite qualified for the middle department, but adds that he "satisfied himself, by taking a class in some detail, "that careful and valuable instruction is given."

Morton Lane School, Moulmein.

47. The inspection reports of this school are, on the whole, very satisfactory. They show that while the standard reached is not high, not fully up at present to the Middle standard, yet that a most useful training is given, and that much credit is due to Miss Sheldon, the manager, who, though herself not well acquainted with the vernacular, makes good use of her native assistants.

Eighty girls attended at the close of the year. I visited the school in February last, and am able fully to confirm the judgment of the Inspector. Mr. Goss adds that Miss Sheldon is most anxious to harmonize the curriculum of the school, as far as possible, with that prescribed by Government.

Kemmendine Girls-School.

48. The reports of this school are in every respect very satisfactory. Attended by 121 girls, it is provided with an adequate staff of teachers, and is under excellent management. The teaching imparted, mainly through the vernacular, appears to be well up to the Middle School standard; and I concur with Mr. Goss in considering that the school fully deserves the aid it receives. The managers appear very ready to fall in with the departmental system, and great credit is due to Miss Rathbun and her assistants for the state of the school.

SECTION V.

Primary Education.

Primary schools, according to the authorised arrangement, consist of two divisions,—(1) the Upper Primary school, containing only pupils who have passed the Lower Primary School examination and are studying for the Upper Primary School examination by which they are passed for admission to a middle school; and (2) the Lower Primary, containing pupils of any age or attainments who have not yet passed the Lower Primary School examination (which admits them to the upper primary school). For admission to the lower primary school, no entrance test is required.

Under the head of "Primary education," therefore, is included by far the most extensive, if not the most important, part of the operations of the Department.

The machinery for primary instruction consists of (1) the primary departments of 30 high and middle schools, of which 11 are directly maintained by Government and 19 are aided private schools; (2) 14 primary schools directly maintained by Government; (3) 43 primary schools under European and American supervision, aided from provincial revenues; and (4) 3,048 indigenous schools, monastic and lay.

I shall deal with each class of primary school separately; but it will not be necessary to notice individually a second time the primary sections of high and middle schools, which have been treated as a whole under the former headings.

(1) *Primary Departments of High and Middle Schools.*

Government schools.

49. In the primary departments are, at present, massed the great majority of the pupils attending our high and middle schools, both Government and aided, and too much importance can hardly be attached to the work done in these preparatory classes.

In the Government high school at Rangoon, the primary department serves, not only as an efficient and necessary feeder to the middle and high departments, but also as an admirable practising school for the normal school; and if sanction is given to a proposal which I have lately submitted for the attachment of normal classes to the Government high schools at Akyab and Moulmein, the same double function will be performed in their case.

In the Government middle schools at district head-quarters, as well as in the aided schools of the same grade, the primary sections perform a no less useful and important function in laying a solid foundation for higher studies—a function which it is impossible to leave exclusively to the indigenous primary schools under irresponsible and often ill-qualified managers.

Hitherto these schools have been without the public tests furnished by the Government Scholarship examinations; but in future they will be subjected, in both the upper and lower divisions to the test of the Provincial examinations. Judging from the inspection reports, from my own observation, and from the class of recruits furnished to the higher departments, the primary sections of high and middle schools have generally been efficiently managed, and have made satisfactory progress during the past year.

(2) *Government Primary Schools.*

The nature and origin of these schools were fully described in the last annual report. The intention of the schools is that they shall serve as model primary schools in large central villages, setting an example to the local indigenous schools, and furnishing recruits from their upper classes to the Government middle schools.

During the past year they have been re-organized in accordance with the revised scheme, being divided into two distinct sections; and a material change in their constitution has been effected by the abolition of schooling fees in the lower primary section.

In the upper primary school fees are still charged; and the former uniform rate of eight annas per mensem is raised, in the case of pupils learning English, to Re. 1; pupils learning through the vernacular only pay eight annas. The full results of this measure have yet to be seen; but it is naturally a popular one, and tends largely to increase the attendance. The raising of the fee-rate in English classes will also have the effect of limiting the number of those who take up the study to such pupils as intend to prosecute it in earnest.

Of the 14 schools in this grade, six only can be regarded as really efficient, *viz.*, those at Henzada, Myan-oung, Poung-deh, Yandoon, Pan-ta-naw, and Amherst. Two others, at Myo-houng and Pa-doung, give good promise for the future. In the remaining six schools, at Pegu, Shway-doung, Ywa-toung, Choungzone, Tha-tone, and Nga-thaing-gyoung, no satisfactory progress has been made; and unless a material advance is very shortly made, I shall recommend that these

schools shall be closed at least until such time as there is a better prospect of their efficient working.

At present, the weakness of the schools consists partly in the indifference of parents and, in some cases, in the inefficiency of the teaching staff. With every effort to give these schools the best available masters, it has not been found possible, for the small salaries offered, satisfactorily to man the establishments of the Anglo-Vernacular schools, the out-turn of the Anglo-Vernacular normal class not having been such as to meet the requirements of the Government schools of this grade. On the other hand, there are cases in which the services of useful vernacular teachers are imperfectly utilized in what are little more than infant schools.

Government Primary School, Pegu.

50. A change in the head mastership of this school has raised it from the very low state into which it had fallen at the beginning of the year, and the attendance has increased from nine to 29 pupils. The Inspector of Schools however considers it very inefficient, and despairs of its success. The failure in this case appears to be principally due to the unusual apathy of the people.

Government Primary School, Yandoon.

51. This school has always been appreciated by the people of this busy village, and under a new head master, appointed in August last, seems to be making good progress. Thirty-eight pupils attended, against 26 reported last year. The Inspector reports that the standard reached is still very low, but considers that great improvement has been made, and that the pupils are excellently grounded in the elements of their chief study.

Government Primary School, Pan-ta-naw.

52. This has also always been a successful school. The attendance has risen from 40 to 74 during the past year; and though the Inspector's report is very meagre, there is no doubt that the school is both popular and efficient, and does credit to Moung Po Nway, the head master.

Government Primary School, Tharrawaddy.

53. This school was opened in December last, at the request of the Deputy Commissioner, Tharrawaddy, at the head-quarters of his district in lieu of the school at Yay-gyin in the same district, which had been closed as unsuccessful. The attendance at present is very small, 26 pupils being registered at the end of the year; and the first inspection report is not very favourable. Mr. Ferrars considers that schools of less resources have shown more progress within a similar period.

Government Primary School, Nga-thaing-gyoung.

54 A change of head master, effected early in the year, has not had the desired effect, and the Inspector's report is very unfavourable. The school has been previously unfortunate in its teaching staff; and Mr. Ferrars considers that it would need more firmness and energy than we can readily command in our teaching staff to impart life to it. The resident Assistant Commissioner considers the present head master incompetent.

Government Primary School, Henzada.

55. This vernacular school seems to be the best of its grade, and indeed, from the Inspector's report, which is highly favourable, to deserve to be graded as a middle school. The change will however await the Provincial examination. The attendance has risen from 52 to 78 pupils, of whom 25 are girls. Mr. Ferrars reports that he was much surprised at the excellence of the results of his examination, and gives great credit to the teachers. The head master, Moung Toon, is deserving of special notice for his services.

The District Committee of Public Instruction are very regular in visiting the school.

Government Primary School, Myan-oung.

56. This school continues to do well under its present head master, Moung Toon Oung, who succeeded Moung Moung on his promotion in May 1879. Although still graded as primary, the school has, in fact, a small middle department. The candidates presented for the Senior Scholarship examination, however, were found to be far below the standard. The attendance has increased

from 34 to 84, 15 being girls; and the Inspector's report is, on the whole, very satisfactory. The local Sub-Committee take much interest in the school. A small boarding department has been formed, and 14 pupils are received from the interior of the district, an example which I should like to see followed elsewhere.

Government Primary School, Shway-doung.

57. Moung Cho, the present officiating head master, has worked steadily and to the best of his ability; but he is not equal to the permanent charge. Even with an efficient staff I question whether the school would be very successful, or whether its retention on its present footing is desirable. The Government middle school at Prome, six miles distant, would seem to fulfil the requirements of Shway-doung as regards English education; and the local indigenous vernacular schools are highly spoken of. Excepting as a model vernacular school therefore, with a really efficient staff, when this can he provided, the continued maintenance of the school seems hardly justified. I paid a short visit to the school in February last, and the Inspector's report confirms the impression which I received.

Government Primary School, Poung-deh.

58. I visited this school in February last, and was much struck by its efficiency notwithstanding a small attendance. Twenty-two pupils attended at the close of the year; but it is hoped that the reduction of the fee-rates will serve to fill the lower primary section.

The Inspector reports most favourably of the school; and I can fully confirm his good opinion by my own observation, although I hardly concur with him in considering the mass of the pupils as superior to the students of the normal school. Mr. Ferrars treats a small section of the pupils as a middle department, and it may prove feasible to raise the school to the middle grade. The head master, Moung Po Saw, deserves special commendation.

Government Primary School, Pa-doung.

59. This vernacular school, which was closed in June 1879, owing to a total failure of the attendance, has lately been re-opened at the special request of the people, supported by the Deputy Commissioner. I paid a visit to Pa-doung in February and discussed the subject with the elders of the village; and I trust that the concession thus made to them by Government will prove to have been justified. Fifty-two pupils attended at the end of the year, but the school has not been inspected since its re-opening.

Government Primary School, Ywa-toung.

60. This is a small vernacular school, conducted by a single master, who has taken the place of a very successful lay school master who died several years ago. The Government school, then, erected on the basis of the indigenous lay school, has not in any way equalled the latter in efficiency; and I am in consultation with the resident Assistant Commissioner on the subject of recommending the closing of the school, simply on the ground of the very poor attendance. The results of the Deputy Inspector's examination show that the master has done good work; but the attendance fluctuated very much, falling in one month to eight pupils; and though 23 were registered at the end of the year, the Assistant Commissioner is strongly of opinion that no revival of the school is to be looked for.

The head master assigns as reasons for the failing attendance the facilities afforded to advanced pupils for attending better schools elsewhere and the general poverty and indifference of parents.

At one time, there was a question of establishing a middle Anglo-Vernacular school at Ywa-toung or Allan-myo; but there are no grounds for supporting such a suggestion. At Tha-yet-myo, on the opposite bank of the river, there is room for a school of the kind; but on the eastern bank all that seems wanted is provision for vernacular education, and the encouragement of the local indigenous schools would seem to be the best way at present of making this provision.

Government Primary School, Choung-zone.

61. This Anglo-Vernacular school in the island of Bee-loo-gyoon has been twice visited and examined by the Junior Inspector, and has also been tested by the Deputy Inspector under the Indigenous School standards. The attendance remains stationary, 31 pupils being registered. The inspection reports

show that the good promise held out last year has hardly been fulfilled, although the school is in the hands of a competent master, and in some respects progress is to be seen.

I concur with Mr. Goss in considering that the attempt to teach English hinders the general progress of the school (although it was by desire of the people that the study was introduced) and should be discontinued. Choung-zone is within a few miles of Moulmein, and pupils really wishing to acquire an English education should be encouraged to attend the Moulmein Government School, where adequate provision is made for teaching pupils from the most elementary stage.

If the Choung-zone School fails as a vernacular school it should be closed. Special attention to Burmese is required here, as the majority of the pupils are Talaings.

Government Primary School, Tha-tone.

62. The results of the year's work in this vernacular school are not more satisfactory than last year. Five candidates were sent up for the examination for district prizes; but one prize only was gained, *viz.*, the 3rd prize for Pali, and the Inspector's examination produced very meagre results.

The mass of the pupils are very young, only six out of 70 being above 12 years of age. Notwithstanding this, the state of the school is not very creditable to the head master, whose qualifications are such as to justify the expectation of better things.

Government Primary School, Amherst.

63. This vernacular school continues to be efficiently managed, and the results of examination by the Inspector and Deputy Inspector are satisfactory. Sixty pupils attend, of whom 19 are girls. The school should take a good place at the Provincial examinations.

Government Primary School, Myo-houng.

64. This is an Anglo-Vernacular school, situated at the old capital of Arakan, fifty miles from Akyab. Last year's report was, on the whole, favourable; but during the year under report the school has suffered considerably owing to a disagreement among the masters, which led to the withdrawal of a large number of pupils, and the Inspector found the state of the classes very unsatisfactory.

The school has lately been re-organized and placed under a new headmaster. The Inspector reports well of the beginning which he has made, and there seems to be good reason to anticipate the restoration of the school to its former efficiency. Only 10 pupils were registered at the end of the year, but the number has subsequently risen to 50.

(3) Primary Schools aided from Provincial Revenues.

Karen School, Tavoy.

65. The Revd. Mr. Morrow, the superintendent, has returned his school as primary, the pupils being not uniformly qualified in all subjects for the middle school.

The Inspector, however, reports very favourably of the work done and the state of the school, and thinks that it should soon receive a good place among middle schools. Sixty-two pupils attended at the end of the year; but this is not the fullest season; and the average daily attendance is 72, of whom 24 are girls.

Eurasian Home, Rangoon.

66. This institution, rather a charitable home for the destitute than a school, appears to have declined greatly in efficiency, and the Inspector briefly reports that "this school does "not deserve the name." Since the close of the year, the grant-in-aid (which had been renewed for the current year) has been resigned by the managers, who do not find themselves in a position to fulfil the conditions.

Every credit is due to the Eurasian Ladies' Society, by which the home was established, for its active benevolence; but judged as an institution for secular education, and tested by the authorized standards, the school cannot be regarded as efficient, and certainly has not shown the vitality on condition of which a prospect of additional aid was held out.

67. This school, though small at present, fills a useful place in Rangoon, where there is a very large and fluctuating population of natives of Madras, whose children are at a serious disadvantage in first joining schools for Burmese.

Lutheran Mission School for Tamils, Rangoon.

The object of this school (apart from its missionary aim) "is to prepare the Madras boys for other public schools in the town;" it is carefully superintended by the Revd. Mr. Mayr, and has a well qualified staff of teachers and one Burmese assistant. I was present at the annual examination in December last, and was satisfied that the school is efficiently managed and deserves the support of Government.

68. The Inspector has not specially noticed this school, which received a small grant-in-aid last year; and the superintendent has not favored me with any special report. The statistical return shows an attendance of 30 pupils at the close of the year.

St. Mary's Girls' School, Mayangone, Moulmein.

69. Three elementary schools in the north of this district, under the Revd. Mr. George, have been in receipt of small grants-in-aid. A building grant of Rs. 1,500 has also been made to the schools.

American Mission Schools, Tharrawaddy.

The total attendance at the three schools is 80 pupils. Two of the three schools are noticed by the Inspector, who reports that the Deputy Inspector was unable to make any award of prizes whatever under the authorized standards. This result is very unsatisfactory, and in future the schools will probably depend exclusively on the result of the teaching for the grant-in-aid.

70. Mrs. Thomas has continued to receive a grant of Rs. 1,000, to be distributed, at her discretion, to the primary schools under her superintendence.

American Mission Schools for Karens, Henzada.

Fourteen such schools have been maintained, with a total attendance of 315 pupils. Mrs. Thomas has very carefully superintended the schools; but they have not been inspected by a Government officer. During the current year, they will be inspected by the Deputy Inspector specially appointed to the charge of schools of this class.

Meantime, Mrs. Thomas writes very hopefully of the majority. She appears to have succeeded in obtaining the services of some very competent teachers, and to have used her personal influence to excellent effect in inducing the people to send their children to school. Of one school Mrs. Thomas writes "that a large "proportion of the pupils had not, last May, yet learned their letters in any lan- "guage; but they can now read easily in Burmese and Karen, and are working in "arithmetic, some in multiplication, some in division, and others in fractions." "Of the teacher of another, Man Po, she reports:—"An energetic, enthusaistic "man himself, he has a magnetic influence over the wide-awake happy children "who are so fortunate as to be his pupils."

These schools will, it is hoped, make further advance under the newly sanctioned plan of salary grants to certificated teachers.

71. "This institution," writes the Chaplain of Moulmein, by whom it is superintended, "provides a home and elementary "education to orphan and destitute Eurasian children." Thirty-four orphans are thus provided for, and the orphanage is quite full. A good practical education is given to both boys and girls; and the Inspector's report is very satisfactory. The institution, I think, fully deserves the small grant-in-aid which it receives.

Church of England Orphanage, Moulmein.

72. The Inspector's report on this school is singularly meagre, but he considered that no pupils have passed beyond the Lower Primary standard. The school is under excellent management, has just been provided with new buildings, and, judging from a short visit which I paid to it in February last, holds out good promise for the future. For the current year, instead of the grant-in-aid hitherto made to the school, the services of a trained assistant master have

American Mission Girls' School, Prome.

been placed at the managers' disposal at their own request, an arrangement which should tend to increase the efficiency of the school.

St. Joseph's Convent School, Toungoo.

73. The Inspector speaks of this school as not yet up to the Lower Primary standard, but has furnished no further information regarding it. Thirty-three girls have attended at the end of the year.

L. A. Girls' School, Tha-yet-myo.

74. I visited this school early in the current year, and found it well attended, but very seriously embarrassed for want of funds.

The results of the Deputy Inspector's examination were not very satisfactory. In arithmetic, the highest class could pass pupils only by the lowest standard for indigenous schools. In Burmese, the same class passed a creditable examination; and the study of grammar has been attended to.

The school would probably earn very little by the results grants system; but there is no reason why, if properly endowed by the Ladies' Association, it should not become a very useful school, and I have lately addressed the S. P. G. on the subject. The attendance has increased during the past year from 19 to 44.

L. A. Girls' School, Prome.

75. Forty-five girls are returned as attending, all in the lower primary school. The school has accidentally escaped inspection, owing to the floods at the time of the Inspector's visit. Mr. Ferrars notes that it had never hitherto passed the preparatory stage. As at Tha-yet-myo, with a proper endowment and a competent staff which such an endowment might secure, the school may become useful and efficient. At present, any grant for results would be altogether insignificant.

St. Peter's School, Bassein.

76. "About seven pupils have begun a preparatory course" is the full text of the Inspector's report; and as the superintendent reports that he does not see any prospect of raising the standard much higher, the school cannot be regarded as very efficient. It is divided into an English and a Vernacular department, and the superintendent appears fully satisfied with his staff of teachers; but if the aid of Government is to be continued to the school, some more satisfactory results of the teaching will certainly be looked for. I paid a brief visit to the school in November last, but was unable to hold any examination.

Akyab Girls' School.

77. Of the 30 pupils attending this school, a very small proportion has passed the lower primary stage. The absence of the head mistress during several months of the year doubtless accounts in some measure for the small progress made; but if Mrs. Lackersteen, herself a very competent teacher, were supported by an equally qualified assistant, the school would have a better chance of success: at present she appears to be single-handed.

The school is popular enough, and performs a useful function in providing elementary education for children of European descent in Akyab. It is however dependent almost entirely on the fees and the Government grant; and the latter is likely to be greatly reduced, unless the school is rendered more efficient. It is to be hoped, therefore, that the Managing Committee will be able to raise funds sufficient to meet the cost of maintaining a full and complete establishment.

(4) Indigenous Schools.

The reports of the Inspectors of Schools on the progress of the indigenous schools under inspection are generally satisfactory, and there is no question that the footing gained by the Department in these ancient national schools continues to be fully maintained.

The details of the system under which they receive the support of Government have been considerably modified during the year under report, but the main outlines of the system are unaltered. Grants of money or books are made in strict accordance with the results of examination to all indigenous schools which present candidates; and to certain selected schools in each district the

services of a trained assistant master, appointed and paid by Government, are allowed in addition.

Books, maps, and school requisites are at the same time brought within reach of the schools through the agencies of the Government book depôt.

The principal modifications introduced into the system (and which take effect from the beginning of the current year) are (1) the assimilation of the standards of examination to those prescribed by Government for middle and primary schoools; (2) the discontinuance of rewards to pupils, the grants in future being made to the teachers only; (3) in schools aided by a Government assistant, the division of the grant between the head master and the Government assistant.

A special plan has at the same time been sanctioned for the encouragement of the village schools of the scattered Karen population which are chiefly under missionary superintendence, and to which the general system above described is so far inapplicable that practically these schools have hitherto had no share in its benefits, and have not been brought into connection with the Department. (Appendix A.)

In future these schools, while eligible for the same results grants as Burmese schools, are also eligible for monthly grants in aid regulated in accordance with the nature of the certificate held by the master. The announcement of this plan was at once followed by the formation at the Government normal school of a special class for Karen teachers who desire to qualify for the necessary certificates.

Meantime, the departmental plan continues to have the uniform sympathy of the managers of indigenous schools, both monastic and lay; and in the Pegu circle the Inspector has judiciously aimed at securing the co-operation, not only of the managers of successful schools, but of all influential members of the monastic order, and also of the leading laymen.

In former reports the general superiority of the mixed schools conducted by laymen (chiefly in towns and large villages) over the monastic schools was repeatedly noticed; and it is a satisfactory feature of the past year's report that while there is no marked decrease of efficiency in the lay schools, the monastic schools have made a remarkable advance, especially in the most important districts.

The following statement, prepared in the usual form, shows the proportion of indigenous schools in each district, and illustrates the relative position of the several districts in the matter of primary vernacular education. The indigenous schools are uniformly returned as primary, as not professing to teach the prescribed middle school's course, although some of them teach up to the Middle standard in one or two subjects:—

Statistical summary of indigenous primary schools aided by rewards under the results system for the year 1879-80.

District.	Schools under inspection visited during the year.				Schools aided by rewards during the year.							Actual amount distributed in rewards for results.
	Monastic.		*Lay.*		*Monastic.*			*Lay.*				
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of prize-winners.	Number of schools.	Number of pupils.		Number of prize-winners.	
		Boys.		Boys.		Boys.	Boys.		Boys.	Girls.	Boys.	Girls.	
													Rs.
Rangoon including Hanthawaddy ..	765	15,540	77	1,628	742	93	3,829	265	40	1,177	458	300	98	3,436
Thone-gwa	244	5,995	22	680	248	28	1,039	64	14	523	217	97	27	683
Bassein	277	6,402	36	631	190	70	2,104	197	11	257	102	57	17	1,040
Henzada	114	2,554	22	445	204	24	1,160	124	8	271	119	66	15	496
Tharrawaddy	53	1,165	23	433	124	13	506	54	7	290	52	41	17	286
Prome	232	6,919	39	937	263	86	3,360	165	32	865	253	142	34	1,593
Tha-yet-myo	102	2,939	18	286	107	33	1,188	62	15	261	101	47	15	472
Moulmein	287	5,783	40	1,049	533	77	2,138	246	27	914	448	147	45	1,920
Shway-gyin	241	5,037	26	430	175	18	753	67	5	146	63	11	6	338
Toungoo	152	4,314	10	871	222	20	1,063	73	4	331	142	49	26	602
Tavoy	97	2,530	12	522	307	5	252	10	8	431	248	72	19	512
Mergui	14	586	4	77	106	5	213	9	2	27	36	1	3	80
Akyab	77	1,914	10	242	37	26	856	84	7	208	23	34	5	432
Kyouk-pyoo	13	173	9	188	54	6	88	12	9	188	54	22	8	186
Sandoway	25	343	7	245	18	3	70	9	2	185	9	15	1	90
Total ..	2,693	62,194	355	8,664	3,330	507	18,619	1,441	191	6,074	2,320	1,101	332	12,166

A comparison of this statement with that of last year shows in the Pegu circle a large increase in the number of monastic schools inspected, and an increase of 12 in the number earning rewards.

The lay schools earning rewards in the same circle have decreased in number; but it is satisfactory to notice that very nearly the same number of pupils have been passed by the Deputy Inspectors, a fact which seems to indicate increased efficiency in the successful schools.

In the Arakan and Tenasserim circles, while the number of monastic schools inspected has decreased, there is an increase of about 20 in the number rewarded. The number of lay schools rewarded in the same circle remained stationary, but the number of prize-winners has rather decreased.

On the subject of the relative merits of lay and monastic schools, the following extract from Mr. Ferrars' report is interesting, although I do not concur in his opinion that the lay schools are conducted specially in the interests of the rich :—

"It was natural that the lay teachers should be the first to avail themselves of the offer of assistants from Government, and this gave them great odds. Within the last couple of years the monastic teachers have eagerly availed themselves of this kind of assistance, and have thereby developed the strong point of their system, namely of finding a footing for superior schools in localities where lay enterprize was absent. It speaks very little for enterprize of the latter kind that in the large Rangoon suburb of Kemmendine there should be no lay school; and the value of the monastic system appears to advantage in the fact that a recently aided kyoung there has become one of the foremost of the aided schools. In Poo-zoon-doung, again, a lay school was only lately established, and, although aided with an assistant is decidedly inferior to the unaided monastic school of Oo Kandama in the same suburb. I also observe that the lay schools minister specially to the needs of the wealthy. The effect of lay ascendancy in education in Burma would be to make education a monopoly of the rich. At Zee-gone, a monastic school has actually surmounted the seemingly most inveterate disability of the monastic school, namely, the exclusion of female pupils. A class of girls is taught by the assistant in a zayat near the kyoung. The monastic system is extensively ramified throughout the province. It enjoys the greatest popular respect. It exists in a considerable degree in the name of learning. It has shown the utmost readiness to make way for the learning which shows the best title to the name. Inasmuch further, as the Burman obtains most of his scholastic education in after-life, the monasteries serve the important purpose of local depôts of literature and nuclei of learned persons. If the lay rival earn more by results, it recruits from the class which has most leisure in youth."

Indigenous Schools aided by trained Assistant Masters.

78. The plan of attaching to the most promising indigenous schools assistant masters trained and paid by the Department continues to be both popular and successful, and there is every prospect of its working with greater efficiency from year to year. While the applications for the services of such masters from the managers of indigenous schools continue to be far in excess of the number with which it is possible to comply, the indirect effects of the plan have been not less satisfactory than the immediate results of the master's work. The applicants for admission to the normal school are now generally the pick of the pupils of indigenous schools holding the highest certificates awarded by the Deputy Inspectors; and the head master of the normal school draws attention to the fact that the majority come forward either from schools which have pre-previously furnished successful candidates, or from those to which the trained masters have been attached. While the popularity of the plan is thus proved, the qualifications of recent candidates afford good promise for the future.

The Senior Inspector considers that in his circle there has been a decline of efficiency in the schools thus aided during the past year, a fact which he attributes to the inferior qualifications of the assistant masters and to the imperfect training which they have received in the normal school; but notwithstanding the occasional failures which were to be expected in the early outdrafts of the school, I can see no cause either for despondence in regard to the future prospects of the aided indigenous shools, or for dissatisfaction with the work hitherto done in them.

It was often necessary at first to utilize inferior material, and the demand for teachers has necessitated the appointment of masters in some instances by no means fully trained ; but the plan of recalling such masters to the normal school from time to time has been designed to meet this deficiency of the system ; and during the past year further measures have been adopted for increasing the efficiency of these schools.

A young assistant master on his first appointment finds himself perhaps in a remote village, subject only to the control of his head master, and exposed to various temptations ; and in my opinion the general steadiness which has been shown by these officers is highly creditable to their training. Hitherto also he has had no special incitement to exert himself, his salary in no way depending on the results of his work. In future however the award to the assistant of half the results grants will induce him to work in his own interest. Every assistant is also now required to keep a register of his daily work, which is signed by his head master and forwarded monthly in abstract to this office.

The number of schools aided by assistant masters during the past year was 36, against 35 reported last year.

The following is a list of the schools showing the relative position in accordance with the awards of the Deputy Inspectors:—

Primary vernacular indigenous schools aided by trained assistant teachers.

No.	Name of head teacher.	Name of assistant teacher.	District.	Attendance during rains.			Total amount earned for results	Remarks.
				Monastic.	Lay.			
				Boys.	Boys.	Girls.	1879-80.	
1	Moung Poo ..	Moung Poo ..	Rangoon town..	..	90	30	502	
2	,, One Gaing ..	,, Shway Yone	do. do. ..	..	77	15	402	
3	,, Ek Ka ..	,, Po Din ..	do. do. ..	..	110	19	402	
4	Oo Asaya ..	,, Tike ..	do. do. ..	78	..	..	188	
5	,, Nandiya ..	,, Oung ..	Kado ..	93	..	..	188	
6	Ko Mo ..	,, Kin ..	Tavoy ..	..	100	57	180	
7	Moung Kyaw Zan ..	,, Po O ..	Yandoon ..	..	65	35	164	
8	,, Kyaw ..	,, Oung Toke	Prome ..	..	120	31	164	
9	,, So ..	,, Po ..	do ..	..	42	..	162	
10	Oo Matima ..	,, Too ..	Bassein ..	50	..	..	158	
11	Moung Aye ..	,, San Yay ..	Toungoo ..	..	119	28	134	
12	,, Kyaw Nya ..	,, Keing ..	Tavoy ..	..	93	52	102	
13	,, Pay ..	,, Loo Gyee ..	Rangoon town..	..	55	20	100	
14	Oo Zagara ..	,, So ..	Henzada ..	65	..	..	90	
15	Moung Bya ..	,, Keing ..	Tavoy ..	..	71	37	82	
16	,, Koo ..	,, Gouk ..	Prome ..	..	60	20	78	
17	Goonamizoo ..	Hpa That Hnan ..	Akyab ..	78	..	..	70	
18	Oo Goona ..	Moung Noo ..	Rangoon ..	50	..	..	66	
19	Moung Toke ..	,, Toon Win ..	Shway-gyin ..	..	72	21	48	
20	,, Pyoo Oo ..	,, That ..	Henzada ..	..	48	18	46	
21	Oo Weemalatsaya ..	,, Tha Oung..	Bassein ..	84	..	..	44	
22	Moung Tha Nyoon..	,, Po Ka ..	Tharrawaddy ..	..	89	..	44	
23	,, Chan ..	Sit Oung Reo ..	Akyab ..	..	61	3	44	
24	Oo Tezarama ..	Oung Gyaw Shway..	do. ..	50	..	..	40	
25	Moung Tha Doon ..	Toon Oung Gyaw ..	Ramree ..	..	34	..	38	
26	Oo Ariya Woontha..	Moung Pouk Hloot..	Tharrawaddy ..	45	..	..	36	
27	Moung Ta ..	,, San Hla ..	Bassein ..	..	34	25	34	
28	,, Po Lay ..	,, Zan ..	Henzada ..	..	31	25	30	
29	Oo Meezoo ..	,, So ..	Tharrawadddy..	62	..	..	30	
30	Moung Ka Day ..	,, Tha Loo ..	Sandoway ..	..	125	5	30	
31	Oo Tezawoontha ..	,, Po So ..	Tharrawady ..	48	..	..	24	
32	Nyana Mizoo ..	Toon San Baw ..	Akyab ..	43	..	..	18	
33	Oo Paduma ..	Moung San Hlaing	Tharrawaddy ..	25	..	..	14	
34	Oo Mala ..	,, Shway Waing	do. ..	50	..	..	2	
35	Moung Youk ..	,, Po Kwyay ..	Toungoo ..	..	92	42	..	
36	,, Bya ..	,, Poo ..	Shway-gyin ..	..	..	..	..	

The progress in each Deputy Inspector's circle will here be briefly noticed.

Rangoon and Thone-gwa East.

79. Moung Bwa, the Deputy Inspector of this circle, has under his charge nearly 1,000 schools, containing about 23,000 pupils. The number of schools earning rewards has slightly decreased notwithstanding an increase in the number of schools inspected.

This is accounted for by the exercise of greater strictness on the part of the Deputy Inspector, and is regarded by the Inspector as satisfactory.

The best schools in the circle are those in the town of Rangoon, which are aided exclusively by the municipality. The President of the municipality and a member of the Committee lately accompanied me on a visit to these schools, which are evidently deserving the aid extended to them.

The annual primary scholarships for the district were awarded to pupils from two lay schools in the town, those of Moung Ek Ka, aided by a Government assistant, and Moung Toke Pyo, an enterprising master, who, having been himself an assistant in an indigenous school, resigned the Department, and has established on his own account a very successful lay school. The Deputy Inspector is commended by Mr. Ferrars for energy and ability; and I am satisfied that he continues to administer efficiently his very important charge.

Bassein and Thone-gwa West.

80. The Deputy Inspector of this circle, Moung Shway Hmone, is noticed by the Inspector as "a hard-working and useful officer, "who did much to rouse the indigenous teachers in "Arakan, and who may be of great service among the almost equally lethargic "teachers of the Bassein district." I fully concur in this opinion.

The total number of indigenous schools inspected is 313, with 7,222 pupils. Of these schools, 277 are monastic. Of the monastic schools, 70 earned rewards and 11 of 36 lay schools.

There is an increase in the number of schools inspected and in the number of prize-winners, which is accounted for by the more complete exploration of his district by the Deputy Inspector.

The Bassein district is notoriously backward in the matter of primary education, although containing some excellent indigenous schools; but, under the present Deputy Inspector, there is every prospect of progress.

No primary scholarships were awarded in Thone-gwa; in Bassein the successful candidates were both from the monastic school of Oo Matima in the town of Bassein.

Henzada and Tharrawaddy.

81. This circle has been placed under a newly appointed officer, Moung Po Hman, who has done excellent service in the Department already, and who has made a very satisfactory beginning of his new charge. The Inspector writes of him:—"Moung Po Hman "is a capable officer, and will, I feel sure, bring system into an office which has "suffered greatly by changes of incumbents."

In the Henzada district, a general increase is shown in the number of schools inspected and rewarded, the result, in the Inspector's opinion, rather of the more complete tours of the new Deputy Inspector than of increased activity in the schools. In Tharrawaddy, the results show no variation.

The total number of schools inspected in the circle was 167 monastic, with 3,719 pupils, and 45 lay with 557 pupils.

Three primary scholarships were awarded in Henzada, all to pupils of the lay school of Oo Pyoo Oo in the town of Henzada.

Prome and Tha yet-myo.

82. Steady progress is mainfest in this circle, which remains in the hands of Moung Po Moung, of whose ability, judgment, and efficiency the Inspector of Schools has, with reason, a very high opinion. The total number of schools inspected was 391, of which 334 were monastic. The increase in the number of monastic schools under inspection in the Tha-yet-myo district (from 76 to 102) is especially satisfactory, as the injudiciousness of a former Deputy Inspector had led for a series of years to complete block in our operations in the district.

Shway-gyin and Toungoo.

83. The Deputy Inspector of this circle, Moung Gouk, is, the Inspector writes, "deservedly respected throughout his circle." Mr. Ferrars fears, however, that he is unable to keep

pace with the natural progress of the more advanced indigenous schools. The total number of schools under inspection in the circle is 429, of which 393 are monastic.

The circle is among the most backward, though containing a few good indigenous schools. Moung Toke's lay school in Shway-gyin gained two primary scholarships and Moung Ay's lay school in Toungoo gained one. A strong general desire is reported among the masters of indigenous schools for the services of trained masters. There is, therefore, good promise for the future.

Meantime, the Deputy Inspector represents that, in one portion of his circle, a serious obstacle to progress exists in the state of the public health and the general ignorance of the first principles of sanitation. It may be hoped that the general distribution of the new sanitary primer, with special additions to adapt it to the province, will help to remove this evil.

Arakan.

84. The three districts of Arakan—Akyab, Kyouk-pyoo, and Sandoway—are in charge of a single Deputy Inspector. The present incumbent, Moung Meh Gree, was promoted to the charge early in the year, having done good service in the Akyab Government School, and the Inspector reports favourably of the beginning which he has made in his new appointment. One hundred and forty-one schools were inspected, of which 115 were monastic. In the Akyab district, 26 monastic schools earned rewards; but in Kyouk-pyoo and Sandoway only six and three respectively. The number of lay schools rewarded in the three districts was seven, nine and two. No fair comparison can be drawn with the results shown last year, when the circle was in very incompetent hands; but the figures for the year under report show that the number of indigenous schools in existence in these districts is comparatively small, and that much has yet to be done to render those which do exist efficient.

Amherst, Tavoy, and Mergui.

85. These southern sea-board districts form one Deputy Inspector's circle, and remain in charge of Moung Ba Po. This officer is by no means wanting in ability; but his work has been negligently performed during the past year, and the Inspector's report on the subject is very unfavourable. The most important part of his circle, the town of Moulmein, which contains many important schools, was entirely omitted from his tours of inspection, although his diary shows that he spent 120 days in the town during the year. His annual report was also both very late and very incomplete. The statistics for this town are, therefore, prepared from a special return called for since the close of the year, and can only be regarded as approximate.

The Deputy Inspector has been warned that similar negligence will not be overlooked in future.

Including Moulmein town, the total number of schools under inspection in the circle was 454, of which nearly 400 were monastic. The number of schools rewarded bears a very small proportion to the number visited. In the Amherst district, out of 287 monastic schools, only 77 earned any rewards. In Tavoy, only five out of 97 monastic schools were rewarded; and five out of 14 in Mergui.

The lay schools in all three districts still show themselves superior to the monasteries. Twenty-seven out of 40 earned rewards in Amherst (including Moulmein town), eight out of 12 in Tavoy and two out of four in Mergui. In Moulmein and Mergui, no primary scholarships were awarded. In Tavoy, one was gained by a pupil of Moung Mo's lay school.

SECTION VI.

Schools for Special or Technical Training.

In this section I have to notice the Government normal school attached to the Rangoon High School, the drawing classes attached to the same school, and the newly established survey classes attached to the high schools of Rangoon, Moulmein, and Akyab.

Government Normal School, Rangoon.

86. The following extract from the report of the head master, Mr. Aldridge, contains a sketch of the history of this school up to the present date:—

"The normal classes consist of a Vernacular and Anglo-Vernacular section. They were thus officially established and recognized in 1876; the former with the view of improving the education in the vernacular imparted in the indigenous schools of the country both lay and monastic; and the latter to train teachers for the Government Anglo-Vernacular schools of this province.

"How far the above object has been accomplished, will be seen from the fact that no less than 185 students have entered the normal classes during the four years the said classes have been under my charge; and of this number, 66 have received appointments as teachers and 40 are now under training.

"During the year just ended, the classes have made steady progress, both with regard to studies and the number on the roll. At the close of the year 1878-79, there were, under training 14 students in all. During the year under review 50 have been admitted and 28 passed out, leaving 41 on the roll on the 31st March 1880.

"The following table shows the total number of students on the rolls during each month throughout the year :—

Institution.	Class of students.	April.	May.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.	Average.
Anglo-Vernacular Normal Class ..	Stipendiary ..	2	2	3	2	1	2	2	6	8	9	9	9	4·58
	Cess teachers	..	1	2	1	..	1	1	1	1	1	1	1	·91
Vernacular Normal Class ..	Stipendiary ..	12	13	11	13	14	15	14	31	31	30	32	30	20·5
	Cess teachers	..	..	..	·1	2	2	2	3	1	..	..	1	1
Total ..	..	14	16	16	15	17	20	19	41	41	40	42	41	26·99

"The average number on the rolls was 26·99, against 26 in the previous year.

"The total cost of the normal classes for the official year 1879-80 was Rs. 3,115. In 1878-79 it was 3,504. The average cost of each student to Government was Rs. 151-8-1, against Rs. 180-8-4 in the previous year."

An important and interesting feature of the year's work has been the admission to the school of a class of Karen teachers, pupils of American Mission schools. The majority were sent from Mr. Carpenter's school at Bassein, and the missionaries cordially supported the plan. Much care and tact were required for its success, and great credit is due both to Mr. Gilbert, the principal, and to Mr. Aldridge, the head master, for the manner in which it was carried out. The following is an extract from Mr. Aldridge's report on the subject :—

"During the official year under review the Karens have been admitted into the vernacular normal class. The conditions under which they attend the class are somewhat different to those for Burmese; but the arrangements regarding the boarding and stipend are the same. A period of six months only is prescribed for normal training. No entrance test was prescribed, and consequently they were not expected to work up to the same standard as Burmese normal students.

"An examination for the award of certificates was held during the last week in March, scarcely five months after the first set of Karens entered the class. Five sat for II. Standard certificates, 13 for III. Standard, and five for the IV. My experience with the Karens under training, has proved that the plan which has been adopted, *viz.*, the admission of the Karens without examination, and the requiring but low standards of attainment at present was advisable. I would, however, suggest that the standards be from time to time gradually raised.

"Some fears were entertained that the great antipathy which the Karens and Burmese have for one another would interfere with the working of the two races together; but I am pleased to be able to say that, with but one exception, the two races have worked amicably together throughout the time. This has been accomplished, partly by the means specially adopted to break down the national antagonistic feelings, and partly by the fact of their having daily examples of several races working amicably together. The latter is a point

which, I think, should not be lost sight of in estimating the benefit derived by the Karens from the training received in the Rangoon High School."

It is hoped that a succession of Karen students will attend the school as the salary-grant system sanctioned for Karen village schools becomes extended.

The details of the system will be found in Appendix A.

I concur with the Principal in considering that this important school continues to be efficiently managed by Mr. Aldridge. At the same time, I am also disposed to support his representation of the need of some addition to the establishment sanctioned for the school. Proposals for some modification of the entrance tests for holding an annual examination for teachers' certificates, open not only to normal students but to teachers generally, and for the establishment of similar normal schools at Akyab and Moulmein, are now before the Chief Commissioner.

Drawing School, Rangoon.

87. The drawing classes have been well managed by Messrs. Sleigh and Sarfas. The average attendance has been 93 pupils, drawn from the high, middle, and normal schools.

The following is an extract from Mr. Sleigh's report:—

"I have made it a rule only to have those boys in the drawing classes who have either shown a decided taste for the same or have been anxious to learn, as it is time wasted, and produces barren results, to attempt to teach those who have no liking for the work. The course of study during the year which you suggested, and which produced such good results in 1877, has been free-hand, model and perspective. Model drawing is the least satisfactory of these. In the others, fair progress has been made. It is contemplated during the present year to extend the course by adding sketching from Nature and painting in water colours, several of the boys being now sufficiently advanced to begin the same. The classes under the charge of Mr. Sarfas were composed of Burmese and Karen normal students, together with some of the boys of the lower classes of the middle department.

"The greater part of them at the time that he took charge had no idea whatever of drawing, and their first attempts were therefore very crude; but at the end of the year, by dint of perseverance and application to their work, they have so far advanced as to become very fair copyists, if nothing more.

"Mr. Sarfas has worked well, and has produced a good ground-work upon which to build."

Survey School, Rangoon.

88. This special school was opened in July last in place of the experimental school at Pegu which had proved unsuccessful, and before the formation of any general plan for the teaching of surveying.

Later in the year it was incorporated in a general scheme of survey teaching, which will be found published at length in Appendix D. of this report.

The master of this school is Moung Bwa, formerly Deputy Inspector of Schools, a well qualified Burmese surveyor, and the holder of excellent certificates of capacity. I anticipate however that, in order successfully to work the sanctioned plan, it will be necessary to secure the services of a teacher more fully trained in the modern system and practice of surveying. Forty-seven pupils attended at the end of the year. Of these, a large proportion were students of the normal school, through whose agency it is hoped that a knowledge of the elements of the subject will gradually be widely extended.

No examination of the students has yet been held in accordance with the scheme; but at the examination for certificates of proficiency in land measuring three students of the class obtained certificates, the test being a sufficiently stringent one.

Survey School, Akyab.

89. A special teacher of surveying was attached to the Government High School, Akyab, in November last, in accordance with the general scheme of survey classes. A good beginning was made, when circumstances led to the transfer of the teacher to the charge of the Moulmein Survey Class; and his duties have been subsequently performed by Mr. Campagnac, head master of the middle department of the school, in addition to his other duties. Mr. Campagnac is well qualified to teach the subject; but it will be necessary to appoint an additional master to relieve him of one portion of his duties. Twenty-one students attended the school at the end of

the year, the majority being pupils of the Government school. No examination of the school has yet been held.

Survey School, Moulmein.

90. Fourteen students only at present attend this school, which was opened simultaneously with that at Akyab. The first teacher appointed resigned in consequence of the appointment being as yet only provisional; and the school is now in the hands of Mr. J. C. Clancey, who was originally appointed to Akyab. Mr. Clancey is a thoroughly qualified teacher, and good results may be looked for in this school.

A reference has lately been made by the Commissioner of Tenasserim on the subject of forming a special class in addition to the present one for the periodical instruction of "Thoogyees," and the proposal is now under consideration. There seems to be no reason why such an arrangement should not be made in each of the survey schools.

SECTION VII.

Scholarships.

91. The system of Government scholarships has been reviewed and considerably modified during the year. A third grade of scholarship has been added to the two previously existing, and the standard in each case has been made to correspond with the newly prescribed standard for each grade of schools.

A fixed money value has been attached to every scholarship, and all scholarships are alike tenable at any school—Government or private—which is placed by the Department in the prescribed grade.

The system which at present provides for senior, junior, and primary scholarships, tenable respectively at upper primary, middle, and high schools, requires some further extension to render it complete, as at present no provision of the kind exists to encourage students to qualify themselves beyond the University Entrance standard, and a proposal on this subject will shortly be submitted. The details of the present system are given in Appendix A.

Annual district prizes.

92. The plan of offering a limited number of special annual prizes to pupils of indigenous schools in each district to the picked scholars of the year has, I am disposed to think, done its work, and might be discontinued without detriment. Instituted at the time of the first introduction of the system of aiding indigenous schools, it was designed to give special *eclat* to the success of the schools which fell in with the departmental plans, and thus to render these plans popular. No such special stimulus is now required. The general co-operation of the managers of indigenous schools have been fully secured; and the examining board may be more usefully employed in other directions, such as in the examination of teachers of all schools for recognized certificates of proficiency.

Land Measuring Certificate examination.

93. The plan of awarding special certificates for proficiency in land measuring holding a definite value, as qualifying the holders for thoogyeeships, has been very successful in attracting general attention to the study of surveying.

This examination will henceforth, however, be superseded by the examinations prescribed in the survey class scheme.

The results of the several Provincial examinations of 1879 are shown in full in Appendix J.

SECTION VIII.

Employment of students in the public service.

94. The following regulation, of the revised scheme of education for the province, which received sanction in the course of the year, may be repeated here:—

V.—Educational Tests for admission to the Public Service.

(i.)—Every student who passes the *Middle School examination* will receive a certificate to that effect from the Education Department.

(ii.)—The Chief Commissioner has directed that in future all Heads of Departments shall, in the selection for appointments (other than menial), give the preference, *cæteris*

paribus, to holders of such certificates ; and that when unable to do so, they shall report to the local Government the reason why such preference has not been given.

This measure will, if consistently carried out, tend greatly to the efficiency of schools generally, as well as to that of the subordinate Government service.

Two other measures adopted during the year tend in the same direction.

(i.) The survey class scheme holds out to successful students prospects of employment not only as thoogyees or revenue collectors, but in the Department of Public Works and in the Survey Department.

(ii.) A plan for training natives of the province in medicine, with a view to the establishment of a local medical school and to the gradual employment of natives of Burma in the Medical Department, has led to the offer of special inducements to fairly educated Burmans to join the medical college of Calcutta. The details of the plan are still under consideration but the preliminary correspondence on the subject is published in Appendix G. of this report.

The Telegraph Department also offers appointments to candidates qualified by a standard equivalent to that of a Middle school, under conditions specified in Appendix H.

It may be possible hereafter, with the help of Heads of Departments, to ascertain yearly the number of recruits furnished by the provincial schools to the public service under these regulations.

At present, in the absence of any special certificates qualifying for service, no such information is available.

SECTION IX.

Books.

Under this heading the principal points for notice are the operations of the Government book depôt, the formation of a Departmental Committee on school text-books, and the literary researches of Dr. Forchhammer, the Professor of Pali.

Government Book Depot, Rangoon.

95. The following extracts from the Curator's report contain a full account of the operations of the year :—

"The value of stock at the central depôt and its agencies at the beginning of the year was Rs. 50,083-4-0. This amount was enhanced by Rs. 1,420-1-8, as orders were received to discontinue the sale of books as hitherto at cost price, and to revert to the former system of disposing of the stock at an advance of 20 per cent. on the actual cost in order to cover the charges of transmission and the commission allowed to agents.

"From the following statement of the expenditure incurred during the year, it will be observed that there is a decrease of Rs. 4,075 as compared with the figures for the preceding year :—

Particulars.	1878-79.	1879 80	Increase.	Decrease.
	Rs	Rs.	Rs.	Rs
Establishment at Rangoon	5,552	2,862	..	2,690
Contingencies	472	436	..	36
Purchase and publication of books	13,859	12,843	..	1,016
Commission to agents on sale of books	2,237	1,904	..	333
Total ..	22,120	18,045	..	4,075

"Comparing the items of expenditure in the foregoing with the details of the previous year, a reduction is noticeable under each head.

"The subjoined is a summarized statement showing the transactions for the whole year:—

Depôts.	Balance on the 1st April 1879, including purchases during the year.	Sold during the year.	Distributed gratuitously.	Supplied for school use.	Balance on the 31st March 1880.
	Rs.	Rs.	Rs.	Rs.	Rs.
Central depôt	66,369	46,87	44	695	34,010
District agencies		11,268	427	631	14,612
Total ..	66,369	15,950	471	1,326	48,622

"*Purchases.*—A valuable concession has been made during the year with regard to the purchase of books, &c., from England, by which the depôt is enabled at present to obtain its supplies thither through a local mercantile firm. Indents can now be executed in half the time it used to take by the former system of importing only through the medium of the India Office.

"The first indent on England for books, &c., was made in the latter part of October last. As there was then only a small balance available from the budget grant of the year allotted for the purchase of books, the quantity indented for had to be limited accordingly, and was not as large and varied as it otherwise might have been desired. The supply came to hand towards the close of the year under review, and has been pretty well distributed among the agencies, and a considerable portion of it disposed of by sale soon after its arrival.

* * * *

"The prime cost of the books, maps, and school apparatus purchased from England was *Rs. 6,303-3-6*, and represented at depôt prices *Rs. 8,020-3-0*.

"The cost of stock purchased locally, including a sum of *Rs. 3,412-5-3*, which is the value of publications issued by the Jail Press for the Department, but which amount is merely debited against the depôt by a book transfer, was *Rs. 6,539-5-3*, the depôt valuation of the same being *Rs. 9,121-4-0*. Thus the aggregate cost of purchases amounted to *Rs. 12,842-8-9*, and at the depôt prices *Rs. 1,141-7-0*.

"The following statement will explain the details of the above:—

Books, &c.	Number of copies purchased.	Actual cost.	Depôt valuation.
		Rs. A. P.	Rs. A. P.
English	8,861	2,422 14 0	3,013 8 0
Burmese	16,022	2,505 14 9	3,091 2 0
Pali	10,505	3,395 6 6	5,262 0 0
Maps, stationery, &c.	..	4,518 5 6	5,774 13 0
Total ..	35,388	12,842 8 9	17,141 7 0

"The books published for the Department are as follows:—

"1. The "*Chouk-soung-dway or Six Pali Texts.*—The 2nd edition of 10,000 copies of this work was issued from the Jail Press at a cost of *Rs. 3,166-10-6*. The great popularity of this vernacular text-book may be judged of from the fact that of the 10,000 copies received in the beginning of June last, only 852 copies remained on hand at the central depôt and agencies on the 31st March 1880. The book was thoroughly revised by the late Curator

prior to its issue from the press, but somewhat lengthy renderings in Burmese of the Pali portion of the work is disapproved of generally by the Burmese. I believe the book will shortly be printed, and that the editing of the same is to be undertaken by the Pali Professor.

"2. *The Burmese Thin-bone-gyee abridged.*—This is the 2nd edition of 5,000 copies of this work that has been printed and issued at the Central Jail Press. Total cost of the edition, *Rs. 245-10-9.* There is not such a demand at present for this little book as was at first anticipated. The 1st edition when issued sold readily on account of the low price at which it was offered. The larger edition of the same book, published at the Mission Press, although very much higher in price, is preferred chiefly on account of its neat and clear style of printing as compared with that of the smaller work, which from the fact of its being a Thin-bone-gyee or primer should be as clear and as plain as possible.

"3. *The Ratana Panjaram.*—A Pali text, edited with notes, &c., by Mr. James Gray, of the Government school at Moulmein. Five hundred copies were purchased at a cost of *Rs. 218-12-0.*

"*Sales, &c.*—The total amount of sales realized during the year at the central depot and agencies amounted to *Rs. 15,950-1-11.*

"The following statements afford detailed comparisons for the two years:—

		1878-79.	1879-80	Increase	Decrease.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Central depot.	Sales	4,214 5 10	4,687 4 5	472 14 7	....
	Commission	743 2 2	....	....	743 2 2
	Net payments into treasury	3,501 3 8	4,687 4 5	1,186 0 9	....
District agencies.	Sales	7,659 10 6	11,262 13 6	3,603 3 0	....
	Commission	1,494 9 2	1,094 8 11	....	400 5 3
	Net payments into treasury	6,164 1 9	10,168 9 7	4,004 7 10	....
Central depot and Agencies taken together	Sales	11,904 0 4	15,950 1 11	4,046 1 7	....
	Commission	2,237 11 4	1,094 8 11	....	1,148 7 5
	Net payments into treasury	9,665 5 5	14,855 14 0	5,190 8 7	....

"It will be seen from the foregoing that there is an increase in the total amount of sales, *Rs. 4,046-1-7* over that of the previous year, while the amount drawn as commission is less by *Rs. 1,143-7-5.* This is owing to the commission previously allowed to the Curator on sales effected at the central depôt having been discontinued; also to the reduction of commission allowed to agents from 20 to 10 per cent. The net payments into the treasury are therefore in excess of the payments of last year by *Rs. 5,190-8-7.*

"The amount of sales realized during the year at the central depôt and at each separate agency is shown in Statement A. appended to this report.

"The sale at the central depot, as might be expected, is the largest, and shows an increase of *Rs. 442-14-7* over the sales of the previous year. Next in the list comes the agency of the Deputy Inspector of Schools, Rangoon, whose sales have been remarkably good. Bassein and Henzada have as usual effected large sales.

* * * *

"The value of stock given away gratuitously during the year was *Rs. 471-10-10,* being less than the previous year by *Rs. 136-8-4.* These consisted of grants of books, &c., to pone-gyees and the head masters of lay schools, prizes to pupils in Government schools, and awards made to indigenous schools in lieu of money prizes.

"Stock supplied for 'school use' amounted in value to *Rs. 1,326-6-1.* Of this sum, *Rs. 719-10-1* was for books, &c., appropriated for the masters' use in Government schools. Books to the value of Rs. 86-4-0 were supplied to scholarship-holders in the Rangoon High School, and a similar supply, valued at *Rs. 435-9-0,* was given for the use of the normal students there. Under the head of 'School use' is also included a sum of *Rs. 134-15-0,* which is the value of stock supplied to the several jail schools in the province.

"A list of the agents for the year 1879-80, showing also the balance of stock at the central depôt and each of the district agencies at the close of the year, is appended to this report (Statement B.).

"The agency at Yay-gyin was closed at the beginning of the year, and the stock belonging to it returned to the central depôt. Only one additional agent was appointed, *viz.*, the head master of the newly established Government school at Thone-zeh.

"In consequence of irregularities when giving over and taking charge of an agency, temporarily or otherwise (instances of which were frequently brought to notice), it was found expedient to introduce an additional clause in the existing rules for the management of the Government book depôt to ensure regularity for the future.

STATEMENT A.

No.	Agencies.		Sales.	Amount drawn as commission.	Net payments into the treasury.
			Rs. A. P.	Rs. A. P.	Rs. A. P.
1	Central depôt	Rangoon	4,687 4 5	....	4,687 4 5
2	Deputy Inspector of Schools ..	Ditto	2,145 0 6	268 1 10	1,876 14 8
3	Head Master, Government school..	Bassein	1,182 2 9	98 7 11	1,083 10 10
4	Ditto, ditto ..	Henzada	810 0 0	67 7 11	742 8 1
5	Deputy Inspector of Schools ..	Prome	611 5 10	76 7 2	534 14 8
6	Head Master, Government school ..	Moulmein	594 12 0	49 8 10	545 3 2
7	Deputy Inspector of Schools ..	Tenasserim	482 11 9	60 5 4	422 6 5
8	Ditto, ditto ..	Bassein	477 10 0	59 11 1	417 14 11
9	Ditto, ditto ..	Shway-gyin and Toungoo.	471 8 0	58 13 11	412 10 1
10	Head Master, Government school..	Akyab	465 13 6	38 11 5	427 2 1
11	Ditto, ditto ..	Tavoy	443 7 6	36 15 3	406 8 3
12	Ditto, ditto ..	Yandoon	426 12 3	35 9 5	391 2 10
13	Ditto, ditto ..	Pan-ta-naw	305 11 0	25 7 6	280 3 6
14	Ditto, ditto ..	Prome	286 4 6	23 13 7	262 6 11
15	Deputy Inspector of Schools ..	Arakan	264 8 0	26 2 4	238 5 8
16	Head Master, Government school..	Mergui	257 11 9	18 9 4	239 2 5
17	Ditto, ditto ..	Poung-deh	239 8 3	19 15 4	219 8 11
18	Ditto, ditto ..	Shway-gyin	210 1 8	4 12 5	205 4 10
19	Ditto, ditto ..	Myan-oung	208 4 4	17 5 7	190 14 9
20	Ditto, ditto ..	Kyouk-pyoo	206 11 9	15 10 5	191 1 4
21	Ditto, ditto ..	Toungoo	176 2 0	11 15 1	164 2 11
22	Ditto, ditto ..	Ywa-toung	164 9 0	13 11 5	150 13 7
23	Ditto, ditto ..	Sandoway	151 13 0	12 10 4	139 2 8
24	Ditto, ditto ..	Pegu	139 6 9	10 7 3	128 15 6
25	Ditto, ditto ..	Shway-doung ..	130 5 0	10 13 9	119 7 3
26	Ditto, ditto ..	Nga-thaing-gyoung ..	100 0 6	8 5 4	91 11 2
27	Ditto, ditto ..	Tha-tone	97 9 0	8 2 1	89 6 11
28	Ditto, ditto ..	Choung-zone ..	70 10 4	5 14 2	64 12 2
29	Ditto, ditto ..	Thone-zeh	60 12 0	5 1 0	55 11 0
30	Ditto, ditto ..	Myo-houng	57 1 6	5 2 11	51 14 7
31	Ditto, ditto ..	Yay-gyin	24 7 6	....	24 7 6
		Total ..	15,950 1 11	1,094 3 11	14,855 14 0

STATEMENT B.

No.	Agencies.		Value of stock in hand on the 1st April 1879.	Balance: value of stock in hand on the 31st March 1879.
			Rs. A. P.	Rs. A. P.
1	Central depôt	Rangoon	33,754 1 7	34,009 15 11
2	Deputy Inspector of Schools	Ditto	254 14 0	112 3 6
3	Ditto ditto	Bassein	275 10 0	170 13 0
4	Ditto ditto	Tenasserim .. .	892 8 2	968 2 5
5	Ditto ditto	Shway-gyin and Toungoo	190 1 6	239 9 0
6	Ditto ditto	Prome and Tha-yet-myo.	248 11 4	99 8 6
7	Ditto ditto	Arakan	882 1 6	578 2 0
8	Head Master, Government school.. ..	Akyab	1,463 15 0	1,409 2 0
9	Ditto, ditto	Moulmein	2,173 14 9	1,988 14 9
10	Ditto, ditto	Bassein	1,529 0 3	1,396 2 6
11	Ditto, ditto	Prome	221 14 2	319 0 2
12	Ditto, ditto	Tavoy	557 15 5	440 8 2
13	Ditto, ditto	Mergui	471 3 3	408 4 3
14	Ditto, ditto	Shway-gyin	827 1 6	568 2 0
15	Ditto, ditto	Kyouk-pyoo ..	871 6 0	825 1 9
16	Ditto, ditto	Toungoo	389 0 6	408 0 6
17	Ditto, ditto	Pegu	214 9 9	280 13 6
18	Ditto, ditto	Yandoon	405 9 0	705 8 3
19	Ditto, ditto	Pan-ta-naw ..	270 1 3	248 8 3
20	Ditto, ditto	Nga-thaing-gyoung ..	642 5 2	608 7 8
21	Ditto, ditto	Henzada	427 0 6	586 12 3
22	Ditto, ditto	Myan-oung	256 8 3	166 13 6
23	Ditto, ditto	Shway-doung ..	288 8 0	290 14 0
24	Ditto, ditto	Poung-deh ..	355 12 3	293 8 0
25	Ditto, ditto	Ywa-toung	304 12 0	188 12 0
26	Ditto, ditto	Choung-zone ..	240 6 6	148 6 0
27	Ditto, ditto	Tha-tone	127 0 6	152 7 2
28	Ditto, ditto	Yay-gyeen	275 2 0	....
29	Ditto, ditto	Myo-houng	344 4 6	369 14 10
30	Ditto, ditto	Ramree	493 8 4	....
31	Ditto, ditto	Sandoway	359 8 7	319 3 0
32	Ditto, ditto	Pa-doung	73 12 6	75 0 0
33	Ditto, ditto	Thone-zeh	....	115 2 0
		Total ..	50,088 4 0	48,431 12 10

STATEMENT C.

Stock account of the Government Book Depôt for the year 1879-80.

Dr. *Cr.*

		Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
1879 1st April.	To stock in hand at the central depôt and agencies ..	50,083 4 0		1879.	By value of stock sold	15,950 1 11	
	,, increase on account of revision of prices ..	1,420 1 8	51,503 5 8		,, ditto distributed gratuitously ..	471 10 10	
	,, selling value of stock purchased locally ..	3,808 12 0			,, value of stock supplied for school use ..	1,326 6 1	17,748 2 10
	,, selling value of stock purchased from England ..	8,020 3 0			,, reduction in value of Judson's dictionaries ..	2,250 8 0	
	,, value of jail publications	5,312 8 0	17,141 7 0		,, reduction in value of one prismatic compass ..	23 0 0	2,273 8 0
				1880.	Value of stock on hand at the central depôt and agencies	18,431 12 10	
					Value of stock in transit	191 5 0	48,623 1 10
	Total		68,644 12 8		Total ..	....	68,644 12 8

The Curator adds that the general working of the agencies during the last year has been satisfactory, but that several agents have complained of the low rate of remuneration given for their work as agents, and if the depôt could afford it I should be glad to see the rates of commission made somewhat higher. The operations of the depôt might, I believe, be considerably extended with advantage; and such an extension would probably render possible an enhancement of the commission paid to agents.

Of the two items noticed as out-standing in the last report, one has been adjusted and the other has proved irrecoverable. In both cases the irregularity was due to the absence of adequate regulations for the transfer of the charge of an agency. This deficiency in the standing rules has now been supplied.

The audit of the stock at the depôt and agencies has been satisfactorily conducted in accordance with the rules; but the Accountant-General has not yet been able to undertake the regular audit of the accounts of the central depôt, and I trust that this desirable arrangement may be effected during the current year.

Mr. P. H. Ripley, who was appointed Curator at the beginning of the year, has carefully administered his responsible charge.

Text-book Committee.

96. In September last the Chief Commissioner authorized the re-organization of the Vernacular Literature Committee which had formerly supervised the publication of vernacular standard works and school text-books, but which had not been convened for a considerable time, as a Standing Committee on School Text-books in accordance with suggestions contained in the report of the Special Committee held at Simla in 1877. The present Committee is constituted as follows :—

Ex-officio Members :

Director of Public Instruction, | Senior Inspector of Schools.
Principal, Government High School, Rangoon.

Members :

Right Revd. Bishop Bigandet.	Moung Oon, C.I.E.
Revd. J. E. Marks, D.D.	Mr. W. S. Sandys.
Revd. C. Bennett.	Dr. E. Forchhammer.

The duty of the Committee is to examine, and, if necessary, to prepare, text-books for the use of schools, and the rules under which it is conducted will be found in full in the appendix.

The following extracts from a report submitted to the Chief Commissioner show the work done by the Committee to the end of the year :—

"A preliminary meeting of the Committee was held at this office on the 14th November last, at which the following members were present :—

The President.

Members :

Right Revd. Bishop Bigandet.	Mr. W. S. Sandys.
Moung Oon, C.I.E.	Principal, Rangoon High School.
Senior Inspector of Schools.	Dr. E. Forchhammer.

Moung Ba One,—Honorary Secretary.

"At this meeting the object of the formation of the Committee and the scope of its operation were explained to the members, and a list of manuscript and publications awaiting examination was laid before them.

"Arrangements were made for the circulation of the vernacular books on the list to three members in accordance with the rules, and a Sub-Committee was formed in accordance with rule for the examination of English text-books.

"The Sub-Committee is constituted as follows :—

Colonel H. A. Browne.	Revd. C. Bennett.
Right Revd. Bishop Bigandet.	J. H. Gilbert, Esq.

P. Hordern, Esq.

"A catalogue of the text-books now in use in all Government and aided schools in the province had been meantime compiled from the returns furnished to this office and printed for the convenience of members.

"Subsequently some of the more important books in hand were put in circulation among members, and the next meeting was held on the 28th February last.

"At the meeting (of which a copy of the minutes is herewith enclosed) a series of resolutions was passed, upon which I shall here solicit the orders of the Chief Commissioner.

"During the current month the Sub-Committee on English text-books has also held two meetings on the 3rd and 10th instant, and commenced the detailed consideration of the English text-books now in use.

"A list of text-books approved by the Committee is thus in course of preparation, and it will shortly be possible to publish the list for the guidance of managers of schools, additions being made to the list from time to time as other publications are examined."

In accordance with the resolutions passed by the Committee, the sanction of the Chief Commissioner has been obtained to the early publication of the following:—

10,000	copies of the	Pali texts and glossary.
3,000	ditto	Tay-mo-zat.
5,000	ditto	Thoo-dam-ma-saree.
3,000	ditto	Dam-ma-pada.

The charges for these publications, added to those for the stock required from England, will probably more than exhaust the allotment sanctioned for the year for the book depôt, and it will be necessary to make larger provision in future in the annual estimates if the book depôt is to keep pace with the requirements of the province.

Pali literature.

97. Subjoined is a report by Dr. E. Forchhammer, the Professor of Pali, showing the literary work done by him during the past year, and illustrating the present state of Pali literature in the province. I need add no comments of my own to this interesting report; but I desire to record here my sense of the good fortune which has enabled the Department to secure the services of a scholar so rarely qualified to explore and utilize the literary stores of the province, as well as to express the gratification which it affords me to be associated with the labours of one who brings to his task the enthusiasm, patience, and modesty of Professor Forchhammer:—

"The following is an account of what has been accomplished on my part for the investigation, collection, and preservation of Pali, Burmese, Sanscrit, and Talaing literature in Burma during the year 1879-80:—

"Arriving in Rangoon the 7th January 1879, I endeavoured during the first four months of my stay to gain some ideas of the situation, extent, and nature of the stores of manuscripts existing in Burma. As in this province no material was as yet collected upon which a study of Pali literature could be based, the Government condescended to grant the means for the copying or collecting of the chief works of Buddhist scriptures and other important books to form the nucleus of a Pali-Burmese library to be deposited in the Rangoon Government High School. Appended will be found a list of such works as were copied during 1879-80, and also the names of books which have been found in monasteries situated between Syriam and Prome, and in possession of private individuals, chiefly of the native "medical profession." The catalogue (Appendix K.) does not, however, pretend to completeness; until the rich libraries of Upper Burma and the neglected treasures of Talaing literature have been examined, it must needs lack the titles of many important works and names of authors.

"The ponegyees of Zaloon and Henthada are reputed for their learning and schismatic tendencies. Zaloon is the centre of the Mahaganthi sect, Tharawow and Otpho, that of the Culaganthi and the sub-sect Dvara. These dissensions have at present assumed the character of a struggle between the strict followers of the spirit and letter of the code of monastic discipline and those who, either influenced by the tolerant and liberal spirit of foreign institutions around them, or by the attractions of a thapite ever full with the plenty of British Burma subjects, consider the precepts of the Vinaya unnecessarily and untenably severe. The layman participated in the separation of the Sangha. Eccentricities of tenets frequently caused the breaking up of monastic communities; the charity of the layic supporters of dissenting priests erected monasteries for them and provided for libraries which were generally obtained in Mandalay. It is owing to this that the kyoungs between Donabyoo and Myan-oung are unusually well stocked with manuscripts.

"I selected these localities to execute the plan of obtaining a complete copy of the Tipitaka. I proceeded to Donabyoo in July. Previous to this I had succeeded in obtaining, through natives, lists of MSS. of several monasteries. A few catalogues had already been prepared for the Education Department, and placed at my disposal. Lists of books made by natives, proved, however, unreliable; in every kyoung exists a parapaik, containing the names of the Pitaka books and other important works which one is led to believe exist in the monastery; on inquiring for them, one is often disappointed by finding but a few stray volumes. A Burman, in preparing a catalogue, will simply copy the parapaik, and will not cause the ponegyee to produce the works in his possession, nor will he ever put himself to the trouble of examining the MSS. securing their titles, counting the leaves, lines to each side, observing the proper succession of letters, marking the pages, and ascertaining the age, author, &c. To obtain an exact knowledge of the MSS. existing in the circle which I had selected, I devoted the first two months chiefly to travelling from monastery to monastery to prepare careful lists of whatever books I found. I marked particularly all carefully executed or rare works, soliciting at the same time permission to obtain the loan of MSS. found, when required and sent for; the owners generally assented without much reluctancy, though often allowing me to remove but one volume at the time. I also visited private individuals, especially native medical men, astrologers, &c., who were reputed to possess manuscripts.

"As the copy of the Pitaka, now to be prepared, was not intended to be shelved away in some European library, but to form the basis of active Pali studies at the Rangoon Government High School, and as a correct and critical version of a text cannot be obtained from any single MS., but only from a set and by noting the various readings, which cannot be entered on palm leaf, the Government granted the copying of at least the Bhuddist canon upon the best paper procurable, India stamp paper. This measure was so much the more desirable as no European can read Burmese scribbling on palm leaf for any length of time without serious injury to his eyes.

II.

"In India manuscripts are mostly written on country paper sized with yellow arsenic and an emulsion of tamarind seeds and then polished by rubbing with a conch shell. Some are on white Kasmiri paper and some on palm leaf. Pothis are now often written on European paper." Shans, especially northern tribes, appear to use paper very frequently. A Shan work presented to me by Mr. Gordon, of Henzada, is written with diamond-shaped characters upon paper of Chinese manufacture; the letters seem to have been written in imitation of the Chinese with a pencil hair brush. Talaings and Burmans scratch all works of importance on palm leaf. The Kammavachia is sometimes written on copper or tin plates finely gilded and with ornamental scrollborders; the letters are square and written with a black and shining ink. Mr. Arthur Hough, Deputy Commissioner of Prome, possesses a rough copper-plate taken from a pagoda. It is covered with common Burmese letters, but not gilded or otherwise embellished.

"The Burmese copyist writes on a treadle-like stool a little over one foot high; the top piece is made into a box, opening with a lid at the top and containing the writing instruments; a little board somewhat inclining backward is fastened to the upper edge of the frame-work, upon which the palm-leaf is placed; the writer sits on his haunches in front of it; the 4th and 5th finger and a portion of the wrist rest firmly on the palm-leaf and board which supports it, the first three fingers hold the iron style, sharply pointed at the end; the motion of the hand occasioned in writing is confined to the finger joints only. A copyist writes from three to four palm leaves daily. The copying fee is usually Rs. 1 per Anga or 12 leaves. Illustrations, flowery initials are rare, as it is difficult and uninviting to produce them on palm-leaf. Medical and astrological works only contain mythological figures, tables for calculations, zodiacal signs and cyphers joined in fanciful and mysterious combinations. The palm-leaves are from 1½ to 3 inches broad, and from one foot eight inches to two feet four inches long. Medical works, kalenders, and Jyotisha-sâstra are sometimes written on leaves of different sizes from four inches to two feet in length.

"In most monasteries the literary treasures are preserved in well closing boxes expressly made for the purpose. Upon some of them is lavished all that Burmese art can afford; variously coloured glass is cut and joined to rosettes, flowers and garlands, the stalks and leaves are of wood and gilded; the sides and top-piece frequently exhibit excellent specimens of Burmese wood-carving, and are adorned with Buddhas made of marble, bronze, or wood. Drapery incloses the whole; umbrellas are spread above; and in the dimness of the recess, such a tabernacle has indeed a magnificent appearance. In groups of monasteries a separate building, often masonry, is erected to receive the library; the latter belongs to the kyoung and not to the ponegyees, who are not allowed to dispose of any work contained in the monastic collection. I have never met with anything like a large or ancestral library in possession of private individuals. This is owing to the circumstance that Burman laymen consider it very meritorious to deposit their books in monasteries, especially as an asannakam or an act performed on the near approach of death. A son seldom inherits books except a tattered Paritegyee, an Ittishattara or the fragments of a Dhammathat.

"A layman cannot, as far as my experience goes, be induced by any means to part with a manuscript which is worth having; such as are occasionally offered for sale will invariably prove to be defective. In India poor Brahmins and members of the kayasta sect are the principal copyists for the public. In the Mathas and tols the pupils copy whatever is wanted by their teachers, in return for board, lodging, and tuition. In British Burma circumstances are however widely different. Poongyees never write either for themselves or for others on palm-leaf; nor are the pupils ever set to such work; there is no class of "old, used-up" Burmans in British Burma who will hire themselves out as copyists. During the rainy season, a number of professional writers are met in monasteries, but they all came from up-country and are engaged before hand; they write with the style only.

"Palm-leaf is in this province still the only legitimate material to perpetuate the sacred works of Buddhism; for ordinary purposes english paper is now extensively used in place of the black board and parapaik; the latter is a sort of paper, folding backward and forward, and brushed over with a black sooty wash; a soapstone pencil is used to write upon it; frequently these parapaiks contain interesting literary productions: zats, poetical compositions and translations of popular Sutras.

"The younger Burmans are accustomed to pen and ink; excellent caligraphers are often met amongst them, and they are all but too anxious to obtain employment. During July and August I had but two copyists and one Sayah well versed in Pali and Burmese literature; he was placed at my disposal through the kindness of Mr. Hordern, Director of Public Instruction. After having obtained ample information as to the whereabout and nature of manuscripts in Nyoung-yua, Danoobyoo, Zayatgyee, Zaloon, Henzada, Prome, &c., I applied for more copyists; the Chief Commissioner kindly allowed me to employ as many copyists as were necessary to bring the work of copying the Tripitaka and some other works of importance to a close not later than December 1879. In selecting copyists only really good writers were admitted; they were, however, not set at once to the transcribing of Pali texts; to make hurry, uneven and disorderly writing impossible, all had to exercise for 10—20 days an uniform system of caligraphy, that approaching nearest to print, and to copy within a frame interlying the sheet whereon they wrote, clearly tracing the space and lines to be written over; the best qualified men amongst those engaged were selected for copying the Tipitaka; those of lesser proficiency for minor works. All assembled within a large room at 9½ o'clock and were dismissed at five in the evening, ; the strictest discipline was maintained during the working hours and no idling visitors allowed to enter the room. Of each manuscript required, several copies were procured when possible and examined and compared. In this and in the superintendence of the copyists I was assisted by three experienced Sayahs. A record of the quality and quantity of every day's work was prepared in the evening; during my absence an exact daily account of the day's proceedings was written by my assistants. The number of copyists was ultimately increased to 40 and the work brought to a final close on the 15th January 1880.

III.

"In the contest for supremacy between the Northern or Sanscrit version of the Tripitaka and the Southern or Pali version, European scholars have assigned the palm of victory to the latter. Sinhalese Pali has been pronounced as the standard and all deviations from it as errors. Ceylon has experienced a succession of conquests from King Wejeya (543 B. C.) to its cession to the English. "The most determined foes of Buddhism obtained at times temporary sovereignty over the island; the Malabar princes are stated to have systematically effected the destruction of all sacred books they could lay hands on. The Tripitaka and Buddhagosha's commentaries were replaced from Burma, and ever since the Sinhalese have drawn largely from Burmese sources." Sinhalese priests resided always in numbers at Ava and Amarapoora, and the purity of Burmese Buddhism, which they acknowledged and endeavoured to propagate in Ceylon, distinguished them there as the "Amarapoora Sect" in contradistinction to the more corrupted tenets of Siamese sectarians. Under such circumstances one will naturally wonder at the preference given to Sinhalese Pali. The aboriginal language of Ceylon, itself an inflectional and Indo-Arian idiom, has, however, a literature, independent of that which centres round the teachings of Gautama; elaborate Sinhalese grammars exist, and a Sinhalese, in approaching the study of Pali, brings to his task an understanding nourished and matured by the spirit of a language cognate to the Pali. Moreover, Sanscrit has always been a much fostered branch of learning on the island. A grammatical knowledge of Sinhalese and Sanscrit will go far in facilitating and securing an understanding of Kacchâyana and Moggalâyana.

"To an individual whose mother-tongue is monosyllabic, it is an almost unsurmountable difficulty to conceive the nature of grammatical categories. A Burman, whose language has syntax only, cannot begin the study of Pali through the medium of grammatical exposition. Though there are scores of Pali grammars in this province, yet it can fairly be stated that a real understanding of the grammatical structure of the sacred idiom does not at present exist in Burma, except with those few poongyees who acquired some knowledge of Sanscrit. In studying Kacchâyana the Pali is read, then the Burmese

collateral translation; the meaning is obtained; to ascertain the grammatical structure of the text cannot be congenial, nor appear important to a mind, unbiased by notions of grammar. Errors once crept into the texts were more readily detected and removed by Sinhalese priests in transliterating the original into their own alphabet than by the Burmese poongyees. Besides, Chikkhus from the sacred island had, while residing in Burmese capitals, all the opportunities and abilities carefully and with leisure to examine, compare and select the best of Burmese manuscripts. However, most of those Burmese MSS. sent to European libraries were obtained fortuitously or donated by the king; few, if any, were examined and compared previous to being forwarded home. Fortunate accidents or the liberality of a king are no safeguards against corrupted texts or the argus-eyed scholars in London, Paris, and Berlin. Thus we can account for the justifiable predilection of European *savants* for Sinhalese Pali texts in preference to the Burmese copies accessible to them.

"Ceylon has even now a considerable number of native Pali scholars who are able to produce compositions not inferior to those of Buddhagosa or a Parakrama, though, like the modern Sanscrit, certainly more artificial than the more ancient writings (D'Alwis' Introduction 1). Burma has seen few native authors in Pali; at present there are none, at least not in this province. Anuruddha Acchárya* the celebrated author of the Abhidhammatta Sangaha, a compendium of Buddhist metaphysics, is by all European writers on Pali and Buddhism considered as a modern Burmese scholar. The Burmans however know nothing of his trans-gangetic origin, and pronounce him unanimously to have been a Sinhalese priest.

* To the same Anuruddha are also ascribed the Paramattavinicchaya and the Nâmarûpaparicchedo.

"Other circumstances have also been instrumental in bringing Burmese literature into some disrepute. Turnour, of the Ceylon Civil Service, has more than 40 years ago given a detailed account of the Tripitaka, its divisions and sub-divisions; through him and other Pali scholars the name at least of every book of the Buddhist canon has become well known in Europe. Notwithstanding this, the most erroneous accounts have, even within the last years, been published respecting the Burmese scripture "according to Burmese sources." In most monasteries can be found a work called "Pitakat-thamain," which gives the clearest possible account of all that refers to the history of the scriptures. Antiquarian enthusiasm often leads one to regard with unbecomingly dignified respect a work by virtue merely of the "centuries on its back"; to treat as an historical and reliable record what is at best another "Gulliver's Travels" or "Voyage to the Moon" or to glean from fables and legendary lore the material for the elucidation of an intricate metaphysical system.

"I venture here to make a few remarks on the use of the words "Magadha" and "Pali". Professor Childers has clearly pointed out that Pali means "the language of the sacred texts," and that the geographical name of the language is the "Magadha." He further says: "as, however, there are two or three dialects of Magadese, the term Pali bhasa, or language of the Buddhist scriptures, is really the most accurate, specifying as it does a particular dialect of Magadha originally obscure and ignoble, but rendered immortal by the peerless literature of which it is the vehicle". The Burmese conception of the word "Pali" is, according to the "Pitakathamain" and "Pitakathman" as follows:—Pali is not the *name* of the *language* of the Buddhist scriptures, but stands simply for "Sacred Texts" without any reference to the language or the dialect in which they are written. In the Burmese works above-mentioned we read "The Tipitaka Pali was written by means of the Magadhabhásá. "The Pali of the Tipitaka may be preached by means of any language". Again, in speaking of the three Vedas, the text continues thus: "The Baidin Thonbhon Pali of the three Vedas, written in Sanscrit," by the 10 Rishis, &c. This evinces beyond doubt that with the Burmans the word Pali has never assumed the meaning of either a particular dialect or the language of the Pitakat or the vehicle of the Buddhist scriptures only. Any text without reference to its idiom, but considered sacred, and arranged in a certain order, may be called Pali. Burmese Christians designate the original texts of the Bible "Pali", and Judson has (*see* title-page to the Burman Bible) translated our Holy Scriptures from the "Hebrew and Greek Pali," *i.e.*, texts. Those words of the sacred language, which have become incorporated into the Burmese, are called "Magadha". Citations, however, from the scriptures are designated as "Pali"; a Burmese author may compose in "Magadha" but recite the "Pali" of the Mangala Sutta. A Pali dictionary or a Pali grammar must appear to the Burmans as an incomprehensible misnomer, or at best what to us would be a Bible dictionary or a grammar of the New Testament. The Burmans in accordance with the ancient usage (Pitakattaya pálinca tassa atthakathanca) call the commentaries, tikas, &c. atthakathapatho, tikapatho, the recitation, reading, but not Pali patho, which designation is confined to the text of the Tipitaka only. Accordingly we would have no occasion for assumptions and questions like "Magadha subsequently called Pali" or "Is Pali Magadha", &c.

It is not here intended to proceed through a tedious enumeration of the sections and sub-divisions of the Buddhist canon, or to repeat what may be found in any of the numerous works on Buddhism respecting its literature. I wish to touch upon only such

points in the statements of writers in this field of enquiry as may be modified from a consultation of the literary resources of Burma.

Since Turnour has published in 1837 a detailed account of the Tipitaka as to its arrangement and divisions, no one appears to have attempted to verify his statements by a re-examination of the palm copies as regards the number of angas or leaves contained; in the modern works on Buddhism his accounts are referred to and implicitly accepted. According to these the Tipitaka contains from 4,200 to 4,500 palm-leaves which are from one foot eight inches to two feet four inches long with 8 to 10 lines to the page; the length of Burmese manuscript is in the main the same; but with 9 to 11 lines to page; the Burmese Tipitaka has from 6,000 to 6,200 palm-leaves, *i e.*, about 2,000 leaves more than Ceylonese as counted by Turnour (for details *see* list of manuscripts). He allows, for instance only 131 leaves for the Yamakan; this cannot possibly be correct. I have examined a number of copies; the 10 books of which the Yamakan is composed contain between 350 to 400 palm-leaves; the copy at the High School Library is transcribed from 350 leaves. Turnour counts 170 leaves in the Patthanam; the manuscripts which I have seen have not less than from 380 to 486, the copy of the High School Library 404 leaves, 10 lines to the page.

All Burmese sources to which I have had access place the Patimokkha chronologically after the Pârajikan and Pâciti, but anterior to the Vibhangam, and the three remaining books of the Vinayapitakam.

D'Alwis remarks in the Sidath Sangara: "Perhaps we are far from being wrong in "considering that about this time (A.D. 350) the Kudusika and Mulusika were written. "We have no clue whatever to their exact date." Mr. Rhys Davids, on the other hand, considers the claiming to antiquity of these works to be "highly improbable." The Burmese "histories of the Pitaka" state, though I have as yet no further proofs to fortify their assertions, that a Sinhalese priest with name Dhammasiri wrote the Mulasikkha and a confrere Mahásami composed the Khuddasikkha about 920 years after Gaudama's death; this would favour the correctness of D'Alwis' views as regards these two ancient "Sinhalese works."

Captain Rogers in his "Buddhagosha's parables", paragraph 3, says: "The Buddhist scriptures comprise, according to Burmese authorities, three great books, which are again sub-divided into 15 parts." The Suttapitakam contains the—

Sutta Silakkha.
Ditto Mahâva.
Ditto Padeyava, &c.,

to which Leon Fer (Extraits du Paritta Journ. Asiatic 1871) responds: "D'après le Capitaine Rogers, ces *trois* "ouvrages," c'està-dirè, les trois partis du Dhiga-Nikáya, representeraient, chez les Birmans, tout les Suttapitaka. Il-y-a certainment là une erreur. Le Capitaine ne s'est pas rendu compte de l'existence de quatre autres collections, et il a pris trois ouvrage distincts les différentes sections dún seul" ctr." Captain Rogers has, however, followed the precedent of Burmese custom and foreign writers on the subject of Burmese literature; in native authors, who do not enter into the details of the Buddhist canon, the Suttapitaka is said to consist of the Sutsilakkhan Sutmahâva and Sutpâtheya. Judson (Burmese-English Dictionary) gives under thuttan the same division; under Nikay-nga-pa erroneously refers to the five Nikayas of the Suttapitaka as constituting the five parts into which the Buddhist scriptures are divided "according to a certain distribution." The native Pitakathamains, however, enumerate the books of the Suttapitaka as follow:—The Sutsilakkhan, Sutmahâva, Sutpâtheya—this is the Suttapitakat as pronounced by Gautama. The Mûlapannasa, Majjhimapannasa and Uparipa*nn*asa constitute the Pa*nn*asa Palitau as preached by Gautama. The eka-dukka-tikka, &c., Anguttara form the Anguttarapitakat-Pali-tau, ctr. The three first books are identical with the three vagga (64 Bhanavara) into which the Dîghanikâya is divided and Suttapitakat stands for the latter; the succeeding three books are, again, not called like in Ceylon, Majjhima-nik*a*ya, but the Pa*nn*asa palitau. The commentary to the Dîgha Nikâya says: "I (proceed now to) propound, as well as for the edification of the righteous, as for the perpetuation of the Dhamma an exposition of the supreme Dîgha Nikâya which is embellished with the most detailed of the Suttani, comprehensive in signification, thoroughly illustrated by Buddha and his disciples, and sustaining faith by the power of virtue." The Burmans consider these discourses of Gautama as the Sutta *par excellence*; they separated this portion from the other Nikâya and constituted it as the Suttapitaka, comprising the suttas of the Silakkha-Mahâ-and pâtivaggas. Thus we can account for the statements of Captain Rogers, Judson, Wade, and others. The Sumangala Wilâsinî or commentary to the Dîgha Nikâya is in this province not frequently found under these names, but occurs as the Sutsilakkhan—Sutmahâva,—and Sutpâtheya-atthakathas.

Max Müller writes in the introduction to the Dhammapada prefixed to Captain Rogers' Buddhagosha's Parables:—"The more I saw of the translation of the Burmese parables "as contained in the Dhammapada Vatthu from which Roger translated the parables, the "more I felt convinced that the Burmese text was an abstract of Buddhagosha's work "(Dhammapada Atthakatha) giving only a certain number of Buddhagoshas stories, and "most of them considerably abridged and sometimes altered.....and we must wait till we

"receive an explanation of the extraordinanry changes which Buddhagosha's original has "undergone in the hands of the translator. My own opinion is that there must be a more "complete and more accurate translation of Buddhagosha's work, &c." The Burmans do not consider the Dhammapada Vatthu as a translation of the Pali commentary, but, indeed, as a mere culling of agreeable stories from this and other works; in their Burmese dress these fables were less intended to do justice to the originals than "Kathâ-chhalena bâlânâm nîtis tad iha kathyate" in imitation of the Hitopadesa and to prepare a savoury meal for the zât-devouring Burmans. Though D'Alwis in "Buddhist Nirwana" asserts a complete translation to exist in Ceylon, yet I have never seen it mentioned in any list of books or manuscrips extant in Ceylon. In Burma I have met with the work occasionally; it is the "Dhammapada Atthakatha nissayo," Pali with Burmese translation and explanations, and consists of three large volumes of 930 palm leaves with 10 lines to the page.

In reference to Mr. Fer's remarks on the extent of the Paritta (Jour. Asiat. 1871) Le Paritta pourrait sembler une livre particulier au Bouddhistes de Ceylon ... cet ouvrage ne figure pas dans la collection Bigandet, ... mais nous ne pouvous pas en concluire que les Birmans ignorent cet ouvrage, &c., we may remark that the Paritta, the Parito gyee of the Burmans is often their only and not frequently missing "household words." As it contains the Mangala and other favourite Suttas, no other work enjoys such an extensive popularity among young and old.

European scholars have settled in the conviction that the Pali of the Jâtaka book does no longer exist in a separate form, but to be inseparably intertwined with the commentary; in Burma the work does exist without its comment; it is, however, very rare; I have met with it but once. The work bears the tille "Pâtha Zât Pâli tau pâtho" and is written on 184 palm leaves with 10 lines to the page.

The number of palm-leaves of the Jâtaka text with the commentary amounts, according to those manuscript which I examined, from 1,104 to 1,400 with 9 to 11 lines to page. The Nidessa, the extent of which has as yet been not ascertained from Ceylonese sources, counts 186 palm-leaves with 10 lines to page.

The Pali commentaries now extant in Ceylon are as follows:—

Samantâ-pâsadikâ	On the Vinaya
Kankhâ-vitarinî	Patimokkha
Sumangala-vilasinî	Dîgha Nikâya
Papanca-sûdanî	Majjhima Nikâya
Sârattha-ppakâsinî	Samyutta Nikâya
Manorattha-pûranî	Anguttara Nikâya
Paramattha-jotika	Khuddaka pâtha and Sutta Nipâta
Dhammapada atthakathâ	Dhammapada
Paramattha-dîpanî	Udâna, Vimâna-vatthu, Peta-Vatthu, Theragâthâ and Therigâthâ
Abhidhammattha-dîpanî	Iti-Vuttaka
Sataka atthakathâ	Jâtaka
Saddhamma-ppajotikâ	Niddesa
Saddhamma-ppakâsinî	Patisambhidâ
Visuddha-jana-vilâsinî	Apadâna
Madurattha-vilâsinî	Bhuddavamsa
Cariyâ-pitaka-atthakathâ	Cariyâ pitaka
Atthasâlinî	Dhammasangani
Sammoha-vinodanî	On the Vibhanga
Panca ppakarana atthakathâ	On the 5th last books of the Abhidhammapitaka.

Though the names of these commentaries are well known in Burma, yet we do not frequently meet with them under these appellations, excepting the Kankhâ-vitaranî (the Kankhâpâth of the Burmans) Dhammapada-atthakatha, Madurattha-vilâsinî, Atthasalini and Sammoha-vinodani. The Atthakathâs are in this province apportioned to the respective books or sections which they illustrate and which name they bear; thus the Samantapâsadikâ occurs as the Atthakathâs to the Vinya in its five-fold division, *viz.*,—Pârajikan-atthakathâ, Pâcittia-atthakathâ, &c., and so with the other comments.

We have as yet received no detailed information as regards the extent of the above mentioned Atthakathas in Ceylon; the dates which I collected in this line of enquiry are as yet not so complete as I could wish; it is however certain that the bulk of the Burmese commentaries exceed that of the exegeses above enumerated. The Tikâs are very largely represented in Burma and the Nissayas and other works in Burmese on the Buddhist canon are almost endless.

IV.

The orthographical errors in Burmese manuscrips are confined chiefly to an uncertainty in the use of the cerebrals and their substitution by the dentals, in the insertion of an "a" in groups of consonants which it is difficult for Burmans to pronounce; for instance, jitavâ for jitvâ etr.; ယ and ရ both pronounced "ya" in Burmese, are frequently confounded in Pali texts: nayo for naro; sâyanam for sâranam.

The Talaings and Arakanese pronounce ရ=ra; and ယ=ya; the incorrect pronunciation and wrong use, on part of the Burmans, of these two letters must have existed already

at the time of the Talaing King Pya-Noung over 800 years ago; in exhuming some stone slabs with bilingual (Talaing and Burmese) inscription, dating back to this king, I found that in all words of Pali origin contained in the Burmese portion "ra" was substituted in all instances, and no doubt for the purpose of mending the deficiency of Burmese pronunciation by the Siamese "r" which was incorporated without the slightest alteration into the alphabet of these inscriptions. I have on no other occasions seen this Siamese letter in Burmese writings.

V.

There remains still to be mentioned a second branch of literature in Burma, the Brahmanical or Sanscrit works and translation from the latter. Though of far inferior value to the Buddhist literature, yet it is still more qualified to shed light upon the intercourse of Further India with India proper prior to and after the introduction of Buddhism in Burma. Works of Hindu origin are (1) a number of law-books, (2) medical, astronomical, and astrological, &c., works, (3) the Baiden-thon-bon or three Vedas, in part identical with 2; 4. Hitopadesa Amara-kosha etr., and the original recension of Dhammaniti, Lokaniti and Rajaniti; I have heard of a Burmese translation of the Ramayana, but I did not succeed in obtaining any reliable information regarding it. The Amarakosha appears to have been translated several times into Burmese and Maghada; the Burmese poongyee reads the Sanscrit by the light of the "lamp of nouns" (Abhidhâ nappadipika) which is, as is well known, Moggalâyana's version of the Amarakosha composed in the 12th century; the modern versions attach, however, exactly the same nissayo to the Sanscrit as to the Maghada version; they are therefore of very little critical value. Of the Hitopadesa two versions exist; one appearing in a purely Buddhistic habiliment, the other striving to be faithful to the original as far as the great difference in the structure of the two languages admits of; however, neither the one nor the other can, as regards carefulness and elegance of the translation, be compared with western translations of the Hitopadesa or Panchatantra.

The Baiden thon bon, or the three Vedas as known in this province, are the Rig, Sama, and Yajur; the Burmans have become acquainted with these names through the Hindus directly or through Buddhist works in which frequent mention of the Vedas and the 10 Rishis who composed them is made; Burmese authors give a correct definition of "nighantu" "Ketubha" "Itihâsa" &c., and corresponding with that given in the Assalâyana sutta; the Atharva Veda they consider as having been written by impious Brahmans introducing life-slaughter and other irreligious ceremonies; they maintain that this Veda was lost in subsequent times.

The three Vedas, as they really exist on palm-leaves not only in Burmese but also in Talaing and Siamese, do not contain a trace of Vedic texts; the Brahmans have never divulged their secret, but substituted in their place a number of Tantrasâstras, Jyotishasâstras, and Kâmasâstras which they palmed off as Vedas. In the appended list names of works will be found which will interest the student of Sanscrit literature; Susuta (Sucruta) and Dhanvantari the teacher of the former; Makarandavivarana, Brihajjâtaka, Lilavati (medical work), Laghu-graha, Samudrika, &c. Further investigation will expose to what extent they are entitled to wear these names. The books contained in the Burmese Baiden-tho-bon are not held in very great esteem; Brahmanism has but little, if at all, coloured the texture of Gautama's teaching; we meet indeed with many practices and superstitions which are either the remains of indigenous pre-buddhistic Nat and devil worship, or owe their origin to the mysticism of Northern India. A Burman will question an astrologer as to the stars which presided at the time of his son's birth; what ground to select for erecting a house, how to set the posts; when to set out on a journey, &c. He wears amulets about him and wraps in the four corners of a piece of cloth small globules of metals and other substances; one of them will convert the rays of the moon to water, another is productive of gold, another will prevent disease and cure the bite of snakes; but these are "household gods" and "home practices." He even knows that they are against the precepts of Buddha; he leaves them behind when preparing for the temple of Gautama; in the active exercise of his *religious* duties he is a purer Buddhist than either the Ceylonese or Siamese. The poongyees are prohibited from reading the Baiden-thon-bon, and so we find it chiefly in possession of private individuals.

Medical works and the books contained in the Baiding are generally old, rarely copied and often incomplete. As regards the law books, I have as yet gathered little information; I refer the readers to Lieut-Colonel H. Browne's excellent notes in his introduction to the "Manoo-Wonnana Dhammathat" and "Manoo Thara Shwe Myeen Dhammathat." I believe we need not look to any other country than Burma itself for the origin of the law books at present existing in this province; the Indo-Aryan element contained in these works is, with the exception of citations from the Buddhist Canon, not the Maghada vernacular proper but only more or less correctly maghadized Sanscrit. This applies to all works in Burma of Brahmanic origin. The frequent mutilation of the words metamorphized from Sanscrit into Pali is peculiarly Burmese: Sarbba (Skr. sarva Mag. sabba), purbba (purva, pubba), angatra, Dorgga (Daurga); such and similar forms occur very often in Vaidyakas and

Jyotishasástras; in law books the errors are not so palpable, but still the Sanscrit structure and the niceties of Sanscrit sandhi frequently peep through the maghadized forms. The order as observed in the enumeration of crimes, &c., as met for instance on page 110 and 111 of D. Richardson's Dhammathat, and such laws as: "succession to estates of Brahmins", "borrowing of rulers and Brahmins" and numerous other regulations, odd on the banks of the Irrawaddy, will certainly be instrumental in tracing out the sources of Burmese Dhammathats in the multitude of Smritisástra etr., of India. A number of law books such as Párájikan kyan, Pacittiya kyan, &c., are of course of Buddhist origin and taken from the Pitakat, chiefly the Vinaya.

Up to date I have met the following Sanscrit manuscripts:—

Amarakosha.
Amarakosha tíká.
Samudrika, a tantra work (palmistry).
Kalápa or Kátantra Grammar by Kumára.
Kávyádarsa, by Dandin.
Súríya siddhanta, one of the Panca Siddhantika.

These Sanscrist texts are written on palm-leaf with a peculiar modification of the Burmese alphabet, a system of transliteration with dots, hooks and dashes, invented in Upper Burma, and quite as intelligible and correct as western systems. A considerable number of such Sanscrit Burmese texts are said to exist in Upper Burma, and lately I received a list of such containing the names of 35 Sanckrit works.

However, there exists a real Sanscrit literature in Burma, written on paper (like in India) with Nagari and Bengali characters. These records are in the hands of the descendents of Hindoo colonists, who at different periods, some even before the spread of Buddhism in Burma, settled in this country. I have in Prome and Henzada convinced myself of the existence of this literature; the punnas (Brahmans) who owned it proved, however, very shy and suspicious; and as my stay in these places was but short, I could not enter upon a plan of besieging the twice-born into a surrender of their books, were it for inspection merely. Burma deserves to be drawn within the circle of those countries, where researches for Sanscrit records ought to be made.

VI.

The High School Pali Library.—The Government High School at Rangoon possesses now a library which, though as yet not very voluminous, has for its nucleus the splendid library of the late Professor Childers, a most careful collection of all works, pamphlets, and journalistic articles printed in Europe and Asia on Buddhism and Pali; besides, it contains, a number of Sanscrit works, lexicons of different Asiatic languages, travels in Asia, encyclopædia, &c. The number of printed volumes amounts already to nearly 500. The collection of copied Pali and Burmese manuscript counts 82 volumes (including the Mason collection), comprising about 36,000 pages. The number of palm-leaves in the library is still very small. The library is also supplied with the Journals of the Asiatic Society of Bengal, of the Royal Asiatic Society, the Journal Asiatique, and the Periodical of the German Oriental Society.

In the appended list the manuscripts are classed under the following heads:—

I.—Tipitaka, with commentaries, scholia, nissáya, &c.
II.—Lexicographical and grammatical works.
III.—Miscellaneous Buddhist and secular works.
IV.—Law books.
V.—Historical works.
VI.—Baiden, medical and astrological works.
VII.—Talaing literature.

I must once more remark that the search for the manuscripts during the year 1879-80 extended only over the region between Syriam and Prome; from the catalogue, in which the manuscripts copied for the Rangoon High School Pali Library are marked with H.P.L., it will appear that but a fraction of the work to be accomplished has as yet been done. Our knowledge of Southern Buddhist literature will receive its widest extension from a thorough search and careful investigation of manuscripts extant in British, but especially in Upper, Burma. In the interests of the study of Pali and Buddhism, it is to be hoped that the Government will take into favourable consideration further steps towards the collection and preservation of the records of Buddhist literature.

In concluding, I take occasion to express my sincerest thanks to Mr. P. Hordern, Director of Public Instruction, for his continued and most energetic support in the work set forth in this report. I am also under great obligations to Major Spearman, Deputy Commissioner of Henzada, and to Mr. Arthur Hough, Deputy Commissioner of Prome, for their kindness and assistance.

SECTION X.

Services of Officers.

98. In the present report I have generally followed the usual practice of noticing the services of individual officers in treating of the establishments to which they are attached, and it only remains here to add a brief acknowledgment of the services rendered by my own immediate coadjutors and subordinates.

Mr. M. H. Ferrars, who has held the appointment of Senior Inspector of Schools throughout the year, is shortly about to leave the Department, and any lengthened comment on his work would seem to be superfluous. I must however accord to him the credit due to a genuine interest in the work entrusted to him and a thoroughly conscientious discharge of his duties.

With the object of more fully enlisting the sympathy of indigenous school managers, Mr. Ferrars has lately, at his own expense, published and circulated two pamphlets in the vernacular, explanatory of the intentions of the Government in the matter of education. A large wall-map of Burma published by Mr. Ferrars at the expense of the department also supplies a want which has long been widely felt.

Mr. L. A. Goss, the Junior Inspector, has proved himself a zealous and useful officer, and has afforded me material assistance.

The staff of my own office has given me every satisfaction. The services of Mr. H. A. Nelson, the Head Clerk, deserve the recognition of Government. Moung Shway Aik has done good service, and has much improved in the discharge of his duties ; and Mr. Tresham has continued to work with steadiness and diligence.

P. HORDERN,

Director of Public Instruction,
British Burma.

RANGOON :
The 17th July 1880.

APPENDICES.

APPENDIX A.

REVISED EDUCATIONAL SCHEME, 1879.

I.—CLASSIFICATION OF EDUCATIONAL INSTITUTIONS.

EDUCATIONAL institutions will be classfied as "Colleges" and "Schools."

COLLEGES.

Colleges are (i) Arts Colleges and (ii.) Colleges for Professional Training.

(i.)—*Arts Colleges* will be divided into—

(1) English Colleges, whose students have all passed the University Matriculation Examination; and

(2) Oriental Colleges, in which shall be included no students who have not, previous to admission, reached a standard considered by the local Government to be equal in difficulty to the examination for matriculation.

(ii.)—*Colleges for Professional Training* shall include colleges or departments of colleges teaching law, medicine, and engineering.

SCHOOLS.

Schools are either for general education, or for special or technical training.

Schools for general education are classified as "High schools," "Middle schools," and "Primary schools."

A general provincial Examination will be held annually for the schools of each grade, under the standards noted below, in accordance with which standards the grade of each school will be determined:—

II.—STANDARDS OF INSTRUCTION.

1. HIGH SCHOOLS shall contain such pupils only as have passed the *Middle School Examination*, of which the following is the prescribed standard:

English.

Middle School Standard.

To read, with fluency and intelligence, any simple passage in a newspaper or reader of ordinary difficulty;
To parse and explain the meaning of the passage read;
Fairly correct dictation from the same;
Easy composition and letter-writing;
Easy translation to a second language.

Second Language.

To read, with fluency and intelligence, any prescribed text-book of ordinary difficulty;
To parse sentences from the same; dictation from the same; composition on any familiar subject.
Easy translation to English.

Arithmetic.

Simple and compound rules;
Vulgar and decimal fractions;
Simple and compound proportion;
Ditto ditto interest.

Algebra.

The first four rules.

Geometry.

Euclid: definitions and 26 propositions of the 1. Book;
Todhunter's "Mensuration for Beginners."

Geography.

A knowledge of the physical geography and an accurate acquaintance with the maps of Burma, India, and Asia; and
A good general knowledge of that of the world.

History.

Outlines of Burma, India, and England (text-books to be prescribed hereafter).

2. MIDDLE SCHOOLS, whether English or Vernacular, shall contain such pupils only as have passed the *Upper Primary School Examination*, of which the following is the prescribed standard :—

English.

(For Europeans and Eurasians, and for all candidates from Anglo-Vernacular *Schools).*

Upper Primary School Standard.

To read at sight, with fluency and intelligence, any simple passage of ordinary difficulty in English ;
To write similar passages from dictation ;
Elementary grammar.

Second Language.

(Not compulsory for Europeans and Eurasians).

To read at sight, with fluency and intelligence, a passage of ordinary difficulty from a vernacular book or newspaper;
To write to dictation from the same.

Arithmetic.

Four simple and compound rules, thoroughly ;
Vulgar fractions (four rules) ;
Bills of parcels ;
Simple practice.

Geography.

To have a fair knowledge of the chief physical features and political divisions of the world.

One of the following subjects (the selection being optional with the pupil):—

History : the History of Burma.
Drawing : to draw with fair accuracy from a given object or copy.
Physiology : "The House I live in."
Pali.—The III. Standard prescribed for Indigenous schools.

3. PRIMARY SCHOOLS shall consist of two divisions :—

(i.)—The *Upper Primary School*, containing such pupils only as have passed the *Lower Primary School Examination*,* of which the following is the prescribed standard :—

English.

(For Europeans and Eurasians and for all candidates from Anglo-Vernacular *Schools).*

Lower Primary School Standard.

To read with some fluency from an easy monosyllabic reader ;
To point out and translate, into Burmese, easy nouns and verbs from the same (modified for Europeans) ;
Dictation, seven or eight lines from the same (five errors only allowed).

Second Language.

To read at sight, with facility, a moderately easy vernacular book ;
To write to dictation from the same.

Arithmetic.

To work sums in the four rules, simple and compound, including easy miscellaneous questions.

Geography.

To name and point out on the map the chief physical features and towns of Burma and the principal continents and oceans in the world.

(ii.)—*The Lower Primary School*, containing such pupils only as have not passed the above examination.

III.—DEPARTMENTAL SCHEME OF AIDING PRIMARY SCHOOLS, INDIGENOUS OR OTHER.

Aid will be given under the following conditions to schools open to inspection :—

(1) by payment for results only ;
(2) by the appointment of Assistant Masters, salaried by Government, as well as by payments for results ;

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* *N.B.*—A grant of Rs. 2 per head will be made to the teaching staff of the lower division of any Primary school for all pupils who pass this test.

(8) *for "Karen" schools only* by the Teachers' certificate system, as well as by payment for results.

Payment for results.

(I.) The following are the terms of aid in the form of payment for results :—

(*a*)—Pupils will be required to pass in the subjects and according to the standards which are prescribed below.

(*b*)—The age for admission to examination by each standard is as follows :—

For the	I.	Standard	..	..	..	.. 11 years.
,,	II.	do	..	..	..	.. 14 ,,
,,	III.	do.	..	..	..	15 ,,
,,	IV.	do.	..	..	..	.. 16 ,,
,,	V.	do.	..	..	..	18 ,,

(*c*)—The following awards will be made for the passing of pupils under each standard in any subject :—

	To the Pupil	To the Teacher.		
Standard I	A Certificate of qualification ..	Re 1	and duplicate certificate	
Do. II.	Do. ..	Rs 2	Do.	do
Do. III.	Do. ..	,, 3	Do.	do.
Do IV.	Do. ..	,, 4	Do	do
Do. V.	Do. ..	,, 5	Do	do.

(*d*)—In each standard, 33 per cent. of the marks is the minimum qualifying for reward.

(*e*)—The possession of a Third Standard Certificate in any subject qualifies the holder, so far as that subject is concerned, for admission to any Middle School.

(*f*)—No pupil shall be eligible for examination unless he has been in regular attendance for the past six months at the school from which he is presented.

Subjects of Examination.

Arithmetic.

Standards in Arithmetic.

I. Standard.—Multiplication-table to nine times nine; notation to millions;
To work sums in the four simple rules;
Easy miscellaneous questions; mental exercises.

**II. Standard.*—Arithmetical definitions; tables of weights and measures in use in the province;
To work more difficult sums in the four simple rules.

†*III. Standard.*—To work sums in the four compound rules; vulgar fractions in the four rules;
Simple practice.

IV. Standard.—Vulgar fractions thoroughly;
Simple proportion; compound practice.

‡*V. Standard.*—Compound proportion; decimal fractions; interest;
Mensuration.

[Note.—The practical application of each rule is involved throughout the standards.

Burmese.

Standards in Burmese.

§*I. Standard.*—To read fairly from an easy book not used in school, and not more difficult than *Æsop's Fables* or *Thoodammatsaric;*

* This is identicala with the Lower Primary School Examination.
† This is identical with the Upper Primary School Examination.
‡ This is identical with the Middle School Examination, excepting Euclid.
§ Identical with the Lower Primary School Examination.
a A different *wording* is adopted, to correspond with the several divisions of *Stilson's Arithmetic* (the book in general use).

Tolerable dictation from a similar book or paper not used in school.

II. Standard.—To read, with fluency and intelligence, an easy book not in use in the school;

Tolerable dictation from a book or paper of ordinary difficulty not in use in the school.

**III. Standard.*—To read fluently from a book of ordinary difficulty, and to answer intelligently on its subject-matter;

To write to dictation from the same;

Parts of speech.

IV. Standard.—Reading as in the III. Standard;

Parsing easy sentences;

To paraphrase fairly, passages from the above;

Easy composition.

†*V. Standard.*—To read, with fluency and intelligence, from any prescribed text;

To write a composition on any familiar subject;

To parse any given sentence.

Pali.

Standards in Pali.

I. Standard.—To write *Mingala Thoke* correctly from dictation;

To translate nouns (taken from the text or glossary) from Pali to Burmese, and *vice versa.*

II. Standard.—To write correctly from dictation from *Mingala Thoke, Atwin Oungin,* and *Apyin Oungin;*

To translate adjectives and pronouns from the above texts, or the *Glossary,* from Pali to Burmese, and *vice versa.*

III. Standard.—Same as II. Standard, adding *Ratna-shwe-gin;*

Parsing easy sentences from the text;

Translation of any single word.

IV. Standard.—Same as Standard III., adding *Namakara;*

Parsing sentences from the text, involving a knowledge of the active verbs;

To translate easy sentences from Burmese to Pali, and *vice versa.*

V. Standard.—Same as Standard IV., adding *Laukanidi,* with parsing of easy sentences from the same;

To translate from Burmese to Pali, and *vice versa.*

(2). *An Assistant Master* will be attached by Government to any selected school, for a fixed period, at the end of which he will, if thought desirable, be either withdrawn or maintained jointly by the Government and the school or village.

On the occasion of the Deputy Inspector's examination, the Government Assistant will receive half the amount of results grants awarded to the teaching staff.

The plan of granting a special monthly allowance or retaining fee to the Head Masters of such schools is discontinued.

Teacher's Certificate System.

(3.) For Karen Primary Schools only, aid may be given under the following conditions:—

Subject in every case to the approval of the local Government, any Primary Vernacular school for Karens to which certificated teachers are attached, will in future be eligible for monthly grants-in-aid under the following conditions:—

(*a*)—The employment of a teacher qualified under Standard II.‡ in Burmese and Standard II. in arithmetic, and certified as qualified for the practical management of a class, will entitle a school to a monthly grant of Rs. 4.

(*b*)—The employment of a teacher qualified under Standand III. in Burmese and Standard III. in arithmetic, and similarly certified in respect of class management, will entitle a school to a monthly grant of Rs. 6.

(*c*)—The employment of a teacher qualified under Standard IV. in Burmese and Standard IV. in arithmetic, and certified as a capable class-manager, will entitle a school to a monthly grant-in-aid of Rs. 8.

(*d*)—The employment of a teacher qualified under Standard V. in Burmese and Standard V. in arithmetic, and similarly qualified as a class-manager, will entitle a school to a monthly grant of Rs. 10.

Any school so aided must remain in session for not less than six months in the year.

These schools are eligible for examination and reward, as in the case of Burmese schools.

Teachers holding only a II. Standard certificate will be expected to qualify in two years or the 3rd grade certificate.

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* Identical with the Upper Primary School Examination.

† Identical with the Middle School Examination.

‡ Identical Standards here referred to are those prescribed above for 'results' grants.

IV.—GOVERNMENT SCHOLARSHIPS.

A limited number of scholarships will be awarded annually on the results of the Annual Provincial Examinations.

The scholarships will be of three grades, corresponding to the three grades of schools, *viz.*:—

Senior Scholarships,—the standard being that of the Middle School Examination.

Junior Scholarships,—the standard being that of the Upper Primary School Examination.

Primary Scholarships,—the standard being that of the Lower Primary School Examination.

The scholarships will be awarded to the pupils who stand highest on the list in each of these Examinations.

Conditions of Tenure.

Senior Scholarships, valued at Rs. 12 each per mensem, are open to candidates not over 20 years of age.

These scholarships will be tenable at any school graded by the department as a "High school."

They will be tenable for two years, as a rule; but the Director of Public Instruction may authorize an extension of the time in exceptional cases.

Junior Scholarships, of the value of Rs. 9 each per mensem, will be open to candidates not over 15 years of age.

The tenure will be regulated as in the case of Senior Scholarships.

These scholarships will be tenable at any school graded by the department as a "Middle school."

They will, as a general rule, be tenable for three years only.

Primary Scholarships will be open to candidates not over 14 years of age.

The conditions of tenure will be similar to those laid down for other scholarships.

The value of each scholarship will be Rs. 6 per mensem, tenable for one year. At the option of the candidate, it may be reduced to Rs. 3 per mensem, tenable for two years.

Scholars may elect to attend any school graded by the department as an "Upper Primary school."

V.—EDUCATIONAL TESTS FOR ADMISSION TO THE PUBLIC SERVICE.

(i.)—Every student who passes the *Middle School Examination* will receive a certificate to that effect from the Education Department.

(ii.)—The Chief Commissioner has directed that, in future, all Heads of departments shall, in the selection for appointments (other than menial), give the preference, *cæteris paribus*, to holders of such certificates; and that when unable to do so, they shall report to the local Government the reason why such preference has not been given.

Rangoon;
The 5th September 1879.

P. Hordern,
Director of Public Instruction.

APPENDIX B.

Extract from the Office Circular No. 2115-109, dated the 28th January 1880, regulating the rates of schooling fee to be charged in Government Schools.

* * * * * *

The following rate of schooling fee will henceforth be levied in Government Schools.

(*a*) In Government Middle Schools and Departments subordinate thereto—

	Rs.	A.	P.	
Middle Department, monthly fee	2	0	0	per pupil.
Primary Department—				
Upper Division	1	0	0	,,
Lower Division	0	8	0	,,

(*b*) In Government Primary Schools established as such—

		Rs.	A.	P.	
Upper Division ..	If English is taught ..	1	0	0	per pupil.
	If Vernacular only is taught ..	0	8	0	,,
Lower Division ..	—Admission free to all pupils.				

In all Primary Schools, when there are more than two children from the same family, the third will be admitted at half rates, and the fourth and all others, of the same family, free. Each case should, however, be referred, in the first instance, for the consideration of the President of the District Committee of Public Instruction.

NOTE.—The fee rates in the Government High School, Rangoon, are exceptionally fixed as follows:—

	Rs.	
High School	4	per mensem.
Middle	3	,,
Upper Primary	2	,,
Lower do.	1	,,

APPENDIX C.

TEXT-BOOK COMMITTEE.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, BRITISH BURMA.

NOTIFICATIONS.

No. 50.—*The 4th November 1879.*—The departmental *Vernacualr Literature Committee* has been re-organized as a Standing Committee on School Text-books; and the following rules have received the sanction of the Chief Commissioner:—

RULES FOR THE GUIDANCE OF THE STANDING TEXT-BOOK COMMITTEE.

Constitution of the Committee.

The Standing Text-book Committee consists of the Commissioner of Pegu, the Director of Public Instruction, the Senior Inspector of Schools, and the Principal of the Government High School, Rangoon, as *ex-officio* members, with any other official or non-official members who may be appointed by the Chief Commissioner.

2.—The Director of Public Instruction is *ex-officio* President of the Committee, and will appoint one Member to be Honorary Secretary.

3.—Nominations to the Committee will be made by the President, and, after approval by the Chief Commissioner, will be notified in the *British Burma Gazette.*

Appointment of Sub-Committees.

4.—For the purpose hereinafter mentioned, a Sub-Committee may, whenever necessary, be formed by the President by selection from the members of the Standing Committee, and subject to the same constitution.

Duties of the Committee.

5.—The general duty of the Committee will be to chose, or, if necessary, to prepare, appropriate text-books, both English and Vernacular, for the use of schools.

6.—English text-books will be dealt with specially by a Sub-Committee.

7.—Every book or manuscript submitted for examination will be examined by not less than three members, the selection of examining members being made by the Committee, and their judgment being subject to confirmation at a general meeting.

8. As regards the publication or editing of text-books, it will be the duty of the Committee to make its recommendations in detail in each case, and to submit them for the orders of the Chief Commissioner.

9.—Printing charges and any contingent expenditure of the Committee will be met from the departmental allotment for the Book Department, the bills for such charges being passed and adjusted on the authority of the President.

Duties of the Secretary.

10.—It will be the duty of the Secretary to make minutes of meetings, to conduct the correspondence of the Committee, and to prepare annually a detailed report of the work of the year for submission to the Chief Commissioner.

APPENDIX D.

REVENUE SETTLEMENT DEPARTMENT.

No. 7.—*The 24th October 1879.*—The following set of rules framed, with the approval of the Chief Commissioner, for the promotion of a sound system of survey training in the Province, is published for general information:—

SURVEY CLASS SCHEME.

1.—A SURVEY CLASS shall be opened at once in each of the following schools:—

The Government High School, Rangoon;
The Government School, Moulmein;
The Government School, Akyab.

2.—The Class shall be open to all, whether educated in public or private schools. But admission shall be dependent upon passing the Entrance-test Examination described in paragraph 5; and no one shall be admitted who does not bear a good character.

3.—Fees shall be charged for the present at the following rates :—

For pupils of Government and Aided schools, Re. 1
For others ... ... Rs. 2 } per mensem.

But these rates are liable to alteration from time to time.

4.—An Entrance-test Examination shall be held in November or December of each year.

5.—The Entrance-test Examination shall, for the present, embrace the following subjects :—

(*a*) the Burmese Language ;
(*b*) the rudiments of the English Language ;
(*c*) Arithmetic, including the Simple Rules, Proportion, Vulgar and Decimal Fractions.

Possession of the Education Department Middle School Certificate shall entitle the holder to enter the Survey Class without further examination.

6.—In the Survey Class, the following subjects for the present are to be taught :—

(*a*) Geometrical and map drawing ;
(*b*) lettering in Burmese and English ;
(*c*) figuring in Burmese and English ;
(*d*) the use of scales ;
(*e*) mensuration of surfaces ;
(*f*) calculation of areas by acre-squares and by simple triangulation ;
(*g*) the use of the chain ;
(*h*) the use of the optical square ;
(*i*) the use of the plain-table ;
(*j*) the use of the prismatic compass ;
(*k*) the use of the spirit-level ;
(*l*) the use of the theodolite.

7.—An examination, both written and oral, in the subjects enumerated in paragraph 6, shall be held in the month of December of each year.

8.—The examination questions shall be drawn up by a Central Committee in Rangoon and sent to the Director of Public Instruction and to the School Committees of Moulmein and Akyab, who will make arrangements for the examination.

9.—The answers to the questions, and the reports of the Director of Public Instruction and of the School Committees upon the Oral Examinations, shall be transmitted to the Central Committee at Rangoon, who shall determine which candidates have satisfactorily passed the examination. Special weight will be attached to the results of the Oral Examination.

10.—Each successful candidate shall receive a certificate, to be called the School-pass Certificate, certifying that he has passed the examination.

11.—Holders of the School-pass Certificate shall be entitled to enter, as Probationers, any Survey Office in the province, provided that there be a sufficient number of vacancies. Candidates for admission as Probationers into any Survey Office must apply to the Superintendent of the Office on or before the 15th January of each year. If there are more applications than vacancies, the Superintendent will make such selection as he thinks fit.

12.—Holders of the School-pass Certificate entering, as Probationers, any Survey Office in the province, shall be appointed to such duty, with or without pay, as the Superintendent may think proper, with a view to their acquiring a practical knowledge of field-work.

13.—Probationers who have worked satisfactorily, have been well-conducted, and are found qualified by the Superintendent of the Survey Office, shall be appointed Field-Surveyors as vacancies occur.

14.—Each Probationer, after satisfying the Superintendent of the Survey Office that he is a competent Surveyor, shall obtain a certificate from the Superintendent to that effect, which shall be called the Survey Office Certificate.

15.—Holders of both School-pass and Survey Office Certificates shall, other qualifications being equal, have the preference in any selection for appointments in the Survey Department of the province : provided that only such as bear unexceptionable characters shall be eligible.

16.—Other qualifications being equal, holders of both School-pass and Survey Office Certificates shall ordinarily have the preference in appointments to vacant Thoogyeeships.

17.—Vacancies occurring in the Survey-teaching department of the public schools of the province shall be filled by none but holders of the School-pass and Survey Office Certificates, and who are otherwise qualified.

18.—Appointments in the Public Works Department, for which a knowledge of land-surveying is required, shall be open to holders of both the School-pass and Survey Office Certificates.

19.—Appointments in all branches of the public service, for which a knowledge of land-surveying is necessary, shall be open to holders of both the School-pass and Survey Office Certificates.

20.—It is to be distinctly understood that none of the above provisions can furnish any ground of claim upon the Government to create new appointments or to find employment for holders of certificates otherwise than as vacancies occur, for which such holders may be considered the most eligible candidates.

D. M. SMEATON,
Settlement Secretary.

From D. M. SMEATON, Esq., M.A., B.C.S., Secretary to the Chief Commissioner, British Burma, Revenue Settlement Department, to P. HORDERN, Esq., Director of Public Instruction, British Burma, Settlement Department,—No. 79-12 (Survey), dated Rangoon, the 29th November 1879.

IN reply to your No. 1665-218, dated the 31st October last, I am to inform you that the Chief Commissioner sanctions the appointment, for one year, of two teachers of survey for the Government schools of Akyab and Moulmein, the salary of each to be Rs. 200 per month. The Chief Commissioner is not desirous of making any permanent appointments of the kind until the success of the scheme is assured; and he considers that the results of a full year's working are likely to furnish good grounds for a forecast of the future. It may, however, be necessary, even after the expiry of the twelve-month, to maintain the temporary character of the appointments. You will accordingly make it clear to the candidates whom you nominate for the Chief Commissioner's approval the conditions upon which they are to hold office.

2. In regard to the starting of the class under the new scheme, I am to inform you that the Chief Commissioner approves your suggestion,—that it be not opened this year. It is understood that the public schools of the province open on or about the 10th January next, after the Christmas holidays. The survey class should be opened at each of the three divisional head-quarters at the same time.

3. The Chief Commissioner concurs with you in thinking that local interest in survey-teaching should be maintained; and he sanctions the arrangements which you have proposed in regard to the Entrance-Test Examination. These arrangements are, the Chief Commissioner understands, as follows:—

I.—That admission to the Survey Class for the coming year, 1880, be granted on any of the three following grounds:—

(*a*) Possession of the Middle-School Certificate.
(*b*) Success in the existing Land-Measuring Certificate Examination including both Theory and Practice.
(*c*) Success in the Entrance-Test Examination precribed by the scheme.

II.—That henceforward the Land-Measuring Certificate Examination shall be discontinued, its place being taken by the Survey Class Examination.

III.—That henceforward the only two grounds of admission to the Survey Class shall be:—

(*a*) Success in the Entrance-Test Examination provided in paragraph 5 of the scheme;
(*b*) Possession of the Middle-School Certificate.

IV.—That, in the Entrance-Test Examination, the following standard shall be adopted:—

(*a*) In the Burmese language, the *Burmese Upper Primary.*
(*b*) In the English language, a satisfactory knowledge of English letters and figures.
(*c*) In Arithmetic, the *Middle-School Certificate.*

V.—That a special Entrance Examination according to the above test shall be held, once a year for the present, at Rangoon, Akyab and Moulmein; but that District Committees shall be empowered to hold examinations by the same test, in the event of a sufficient number of candidates presenting themselves: and that a certificate of having passed the prescribed test granted by the President of any such Committee shall be accepted as qualifying for admission to the survey class.

4. It is believed that the last-mentioned of these arrangements will not fail to maintain and stimulate local interest in the teaching of survey.

5. The Central Committee for the Passing-Out examination will be appointed by the Chief Commissioner in due time. For the present, of course, no steps need to be taken.

APPENDIX E.

EDUCATION IN JAILS.

THE following rules have been sanctioned by the Chief Commissioner:—

(i.) No prisoner shall be appointed a teacher without previous examination by a Deputy Inspector of Schools;

The Deputy Inspector will, on the requisition of the Superintendent, examine any prisoner selected for appointment as teacher; and will grant a certificate of the standard by which he is qualified.

(ii.) No person shall be appointed a teacher who is not qualified to pass at least by the first standard prescribed for Indigenous Primary Schools, and preference will be given, *cæteris paribus*, to the candidate who passes the best examination.

(iii.) Once a year, the Deputy Inspector will examine all the prisoners who attend school, and report the result to the Superintendent.

A copy of the Report will be furnished to the Director of Public Instruction.

APPENDIX F.

EXAMINATION OF OFFICERS IN BURMESE.

*Addendum to the rules printed on page 2 of the Appendix to the Report on Public Instruction in British Burma for the year 1877-78:—

"XIV*a*.—The success of candidates for examination in Burmese by the first and second standards will be determined in the following manner:—

The maximum number of marks in each separate subject of examination will be 100 marks. The candidate will be considered to have failed if he do not attain a minimum of

(i.) 40 marks in each separate subject;

(ii.) half the total number of marks obtainable in all the subjects, taken together.

APPENDIX G.

RESOLUTION OF THE GOVERNMENT OF INDIA ON THE SUBJECT OF MEDICAL EDUCATION.

Progs. No. 281-3.

Endorsement by the Officiating Secretary to the Government of India, Home Department,—No. 806, dated the 7th May 1879.

Copy of the following forwarded to the Chief Commissioner, British Burma, for information.

Extract from the Proceedings of the Government of India in the Home Department,—No. 806 (Medical), under date Simla, the 7th May 1879.

Read the undermentioned papers:—

Letter from the Chief Commissioner of British Burma,—No. 3043-135, dated the 26th October 1878.
Letter to Government, Madras, No. 43, dated the 10th January 1879.
Do. to Bengal, No. 44, of same date.
Do. from Madras, No. 71, dated the 6th March 1879.
Endorsement from Madras, No. 86, dated the 17th March 1879.
Letter from Bengal, No. 64, dated the 22nd January 1879.
Do. from Bengal, No. 110, dated the 5th February 1879.

Resolution.—Much difficulty has been experienced during the last 10 years in procuring Hospital Assistants for service in British Burma, and this difficulty may to some extent be aggravated by the formation of a distinct class of Civil Hospital Assistants for each province, vacancies in which are to be filled up by the local Government or Administration concerned. Accordingly, the Chief Commissioner proposed that a certain number of Burmese youths should be trained in the Calcutta Medical College as Assistant Surgeons. By this means, it was expected that selected Burmese students would, in course of time, become competent to teach in medical schools in Burma itself, and that thus the number of Hospital Assistants needed for the province might in time be locally trained. Meanwhile, it was recommended that sufficient Burmese lads to meet present requirements might be sent to qualify as Hospital Assistants at the Madras Medical College. At the Calcutta Medical School, instruction to the Hospital Assistant class is imparted in Bengali, so that Burmese lads could not usefully attend the Sealdah School. At the Madras Medical School, English is the vehicle of instruction for the Hospital Assistant, as well as for the Assistant Surgeon, classes.

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*Chief Commissioner's (General Department) letter No. 2095-652A., dated the 16th September 1879.

2. The Government of Bengal were asked to permit Burmese lads to join the Assistant Surgeon class in the Calcutta Medical College; and it was suggested that, in order to bring the proposal into effect at once, such students should be admitted to the College medical classes without passing the First Arts examination. The Government of Madras were at the same time asked if there was any objection to a certain number of Burmese lads being sent annually to the Madras Medical College to be instructed and trained as Hospital Assistants; and, in case there was no objection, enquiry was made at what season of the year the Burmese students ought to arrive in Madras. It was added the stipends payable to the students would be defrayed by the British Burma Administration.

3. Both the Governments of Madras and Bengal have now replied, expressing their readiness to assist in the matter. The Madras Government will receive five students annually if they join at the opening of the Session on the 1st October of each year. These students will be required to pay a fee of Rs. 15 per annum for attendance at lectures in College, and Rs. 10 per annum for practising in the General Hospital. The Madras Government desire that, besides satisfying himself as to the character and physical fitness of the young men (who should not be under 15 nor over 19 years of age), the Chief Commissioner will see that the educational standard detailed in paragraph 3 of their letter, dated 6th March, has been attained in each case. In a subsequent communication, the Madras Government give a modified scale of fees for "private" pupils; but as the Burmese youths cannot be considered private pupils, the higher rates will not be payable in their case.

4. The Government of Bengal are ready to receive as many Burmese students as are fit to benefit by the instruction given, so long as no extra expense is entailed on the Bengal Government. The usual qualification of passing the First Arts examination will be waived; but it is recommended that the students should be fairly advanced in English.

It is at present unavoidable that Burmese candidates should enter the Calcutta Medical College without passing the First Arts examination; but owing to this disqualification, they will not be admissible to the medical degrees of the University. If however such students pass the examination for Assistant Surgeons, such result will, for the present, be sufficient for the requirements of their own province.

5. The Chief Commissioner of British Burma should now make arrangements for selecting and sending to Calcutta and Madras Burmese students on the conditions specified.

No. 307.

ORDER.—Ordered, that this resolution, with copies of the letters from the Governments of Madras and Bengal, read in the preamble, be forwarded to the Chief Commissioner of British Burma for information and guidance, and that a copy of the resolution only be forwarded to the Governments of Madras and Bengal for information.

From the Officiating Under-Secretary to the Government of Bengal to the Secretary to the Government of India, Home Department,—No. 110, dated the 5th February 1879.

IN continuation of paragraph 2 of this Office letter No. 64, dated 22nd January 1879, I am directed to submit, for the information of the Government of India, the enclosed copy of a letter* from the Director of Public Instruction, containing his remarks in reference to the proposal to educate Burmese lads in the Medical College and the Sealdah and Patna Medical Schools, and, with regard to paragraph 2 of the letter, to say that the Lieutenant-Governor has little doubt but that if a sufficient number of students offered, arrangements could be made for a special English class at the Sealdah Medical School.

* No. 548, dated 31st January 1879.

From the Director of Public Instruction, Bengal, to the Secretary to the Government of Bengal, General Department,—No. 548, dated the 31st January 1879.

IN reference to your endorsement No. 65, dated 22nd January, forwarding copy of a letter to the Secretary to the Government of India, Home Department, conveying the Lieutenant-Governor's sanction to the admission to the Calcutta Medical College of Burmese students who have not passed the Entrance or First Arts examination, it will not have escaped you that such students will not, under the existing regulations, be admissible to the medical examinations of the University. That fact should be clearly understood by those who are interested in the medical education of these students.

2. With regard to the 3rd paragraph of your letter, I beg to remind you that the medical schools at Sealdah and at Patna teach a purely vernacular course, the medium of instruction being Bengali in the Sealdah School and Hindustani in that of Patna.

From the Secretary to the Government of Bengal to the Secretary to the Government of India, Home Department,—No. 64, dated the 22nd January 1879.

I AM directed to acknowledge the receipt of your letter No. 44, dated 10th January 1879, enquiring whether the Lieutenant-Governor is willing to permit Burmese lads to enter the Calcutta Medical College without requiring them to pass either the Entrance or the First Arts examination.

2. In reply, I am to state, for the information of the Government of India, that Sir Ashley Eden consents to waive the necessary qualification in the case of Burmese boys; but at the same time he would remark that, unless they are fairly advanced in English, their studying at the Medical College will not be of much profit to them. I am to add that, as long as no extra expense is entailed upon this Government, the Lieutenant-Governor will be glad to see as many Burmese coming as are fit to benefit by the instruction given.

3. I am to suggest that some of the lads might be sent to the Campbell Medical School, Sealdah, or to the Patna Medical School, if it is not thought necessary in all cases to attempt the higher training.

From the Acting Chief Secretary to the Government of Fort. St. George, Madras, to the Secretary to the Government of India, Home Department,—No. 71, dated the 6th March 1879.

IN reply to your letter No. 43, dated the 10th January 1879, I am directed to state that there is no objection to five Burmese students being received annually at the Medical College, Madras, to be trained as Hospital Assistants, if they join on the opening of the Session, *viz.*, the 1st October of each year.

2. Students studying for the Hospital Assistant grade pay a fee of Rs. 15 per annum for attendance at lectures in College, and Rs. 10 per annum to attend the practice of the General Hospital. His Grace the Governor in Council considers that corresponding fees should be paid by the Burmese students.

3. It is requested that the British Burma Administration, besides satisfying itself as to the character and physical fitness of the young men (who should not be below 15 nor above 19 years of age), may be asked to see that the following educational standard has been attained in each case, *viz* :—

(A) *English.*—A portion not exceeding 30 lines in length, selected from a standard English author, will be given as an exercise in dictation. Twenty errors in spelling, exclusive of technical and other unusual words, which will not be counted, will exclude the candidate from further competition. Bad marks will be assigned for defective handwriting.

Candidates will also be examined in the meaning of words and phrases, in grammatical construction of sentences, and in grammar generally.

Native Language.—Candidates will further be required to translate into English a short exercise in their own vernacular, and to translate into their own vernacular a short exercise in English.

(B) *History.*—The leading facts of the History of India.

(C) *Geography.*—The Geography of India.

(D) *Arithmetic.*—The first four rules of arithmetic, and vulgar and decimal fractions.

(E) *Translation.*—To read and write their own vernaculars with fluency and accuracy.

Extract from the Proceedings of the Government of Madras,—No. 85 (Medical College), dated the 17th March 1879.

READ the following paper :—

From Surgeon-Major M. C. Furnell, M. D., F.R.C.S., Principal of the Medical College, Madras, to the Director of Public Instruction, Madras,—No. 458, dated the 6th February 1879.

No. 22.

First year of study.

Anatomy, materia medica, physiology, and practical pharmacy.	Rs. 3 for each course, and Rs. 10 for hospital attendance.

Second year of study.

Medicine, surgery, midwifery, hygiene, and practical pharmacy.	Rs. 3 for each course, and Rs. 10 for hospital attendance.

Third year of study.

Medicine, surgery, midwifery, hygiene, and medical jurisprudence.	Rs. 3 for each course, and Rs. 10 for hospital attendance.

I HAVE the honour to state that as the proposal of the Junior Class curriculum will soon be carried out, the cost of a private pupil studying for the Hospital Assistant standard will be 42 rupees for attendance at lectures, &c., and 30 rupees to attend the practice of the General Hospital, as shown in the margin.

2. This data should be therefore substituted for that given in paragraph 2 of my letter No. 438, dated 24th ultimo.

Endorsement by the Director of Public Instruction, Madras,—No. 810, dated the 11th March 1879.

SUBMITTED to Government with reference to letter from the Secretary to the Government of India, No. 43, dated 10th January 1879.

Order thereon by the Acting Chief Secretary to the Government of Madras,—No. 85, dated the 17th March 1879.

No. 23.

ORDERED, that copy of this letter be forwarded to the Government of India in continuation of letter to their address, dated the 6th March 1879, No. 71.

COPY of the above forwarded to the Director of Public Instruction.

No. 86.

COPY of the above forwarded to the Government of India, Home Department.

APPENDIX H.

GOVERNMENT TELEGRAPH DEPARTMENT.

Local Signallers are required by the Government Telegraph Department for Service in the British Burma Division of Government Telegraphs and will be employed on the following conditions :—

Scale of Salary.

Years of service.	Indift.	Average.	Good.	Supr.
0	20	27	33	40
1	22	29	37	44
2	24	32	40	48
3	26	35	43	52
4	28	37	47	56
5	30	40	50	60
6	35	44	55	66
7	38	48	60	72
8	41	52	65	78
9	44	56	70	84
10	47	60	75	90
11	51	65	81	98
12	55	71	88	106
13	59	76	95	114
14	63	81	101	122
15	67	87	108	130

A. 37. Local Signallers are placed on the above scale (according to their length of service) in the average grade.

A. 38. It will be open to Local Signallers to compete for the good and superior grades on the occasion of a General Examination of the signalling establishment.

A. 40. Candidates for service as Local Signallers will be admitted as unpaid probationers on passing a satisfactory Entrance Examination in the following subjects :—

ENGLISH	...	Dictation. Composition.
GEOGRAPHY	...	Indian. English. General.
ARITHMETIC	...	Vulgar and Decimal Fractions. Proportion. Extraction of Square root.
ALGEBRA	...	Up to simple Equations.

A. 41. Before being placed on the paid Establishment, Local Signallers must pass an Examination in—

Sending and receiving Morse Signals correctly, at the rate of 20 words per minute.

Knowledge of instruments, and Office connections.
Traffic rules, and Office routine.

A. 42. The Examination papers of candidates, under the two preceding paragraphs, must be sent to the Director General's Office for orders.

A. 43. Local Signallers volunteering for general service, will be placed on the general scale of salary, from date of the requirements of the Department necessitating their transfer to another Presidency.

Every person not in the Military Service, before he can be appointed to the Telegraph Department, must furnish security. The amount required from Signallers is Rs. 150, to be paid in cash either in a lump sum or by monthly deductions one-fifth of the month's pay.

On appointment, Signallers are required to sign a bond agreeing to the above deduction, and not to leave the Department without giving three months' notice in writing of their intention to do so, &c., &c. Copies of the bond may be seen at the office of the Superintendent of Telegraphs.

T. C. HILL,

Offg. Superintendent of Telegraphs,
British Burma Division.

APPENDIX I.

*RULES FOR THE ADMISSION OF OUT-STUDENTS TO THE CLASSES OF THE HIGH DEPARTMENT OF THE GOVERNMENT HIGH SCHOOL, RANGOON.

IT is proposed to admit to attendance at the classes of the High Department of the Government High School, Rangoon, pupils of other schools or private students (that is, students attending no school) on the following conditions :—

I.—Private students will pay a monthly fee of Rs. 4 ; pupils of other schools already paying fees in their own school will pay a monthly fee of Rs 2.

II.—Out-students who present to the Principal of the High School a certificate of having gained a provincial entrance-scholarship, or of honourable mention at the Entrance-scholarship examination, will be admitted on a letter of recommendation from the Superintendent of their school, or from an Inspector of Schools.

III.—Out-students who do not hold such a certificate will have to pass a preliminary examination at the High School, the following being the standard :—

English.

To read with fluency and intelligence any simple passage in a newspaper or Reader of ordinary difficulty. To parse and explain the meaning of the passage read. Fairly correct dictation from the same. Easy composition and letter-writing. Easy translation to a second language.

Second language.

To read with fluency and intelligence any prescribed text-book of ordinary difficulty. To parse sentences from the same. Dictation from the same. Composition on any familiar subject. Easy translations to English

Arithmetic.

Simple and compound rules, vulgar and decimal fractions, simple and compound proportion, simple and compound interest.

Algebra.

The four first rules.

Geometry.

Euclid, definitions and 26 propositions of the I. book.
Todhunter's "Mensuration for Beginners," sections I. to III.

Geography.

A knowledge of the physical geography, and an accurate acquaintance with the maps of Burma, India, and Asia, and a good general knowledge of that of the World.

History.

Outlines of Burma, India, and England.

IV.—Arrangements for this preliminary examination will be made by the Principal, under orders from the Director of Public Instruction, and a certificate of qualification will be granted to those who pass the test.

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*Chief Commissioner's letter No. 2760-741, dated the 17th October 1879.

V.—A special register of out-students will be kept, and while within school bounds, out-students will be required to conform to the ordinary discipline and regulations in force in the High School as regards good behaviour, regularity of attendance and the like. Disobedience to such regulations will render a student liable to exclusion from the classes.

VI.—Admission of out-students will be made each year in the months of January and July only.

The subjects taught in the High Department are those prescribed for the entrance examination of the Calcutta University. Special classes for instruction in other subjects may be formed hereafter.

Information regarding the hours of attendance, &c., may be obtained on application to the Principal of the High School.

RANGOON:
The 30th October 1879.

APPENDIX J.

ANNUAL PROVINCIAL EXAMINATIONS, 1879.

AWARDS OF THE BOARD OF EXAMINERS.

I.—ENTRANCE SCHOLARSHIP EXAMINATION.

ELECTED SCHOLARS IN ORDER OF MERIT.

Pa That Hnan	...	...	Government School, Akyab.
Pan Moung ...	...	...	Govt. High School, Rangoon.
Pa Taw ...	...	...	Government School, Akyab.
Shway Tha Oung	...	...	Ditto, ditto.
P. D'Attaides ...	...	...	Ditto, Bassein.
Po Byoo ...	...	...	Govt. High School, Rangoon.
Bah Gyee ...	...	...	Government School, Bassein.
Po Hla ...	...	...	Ditto, ditto.
Paw Toon Oung	...	...	Ditto, Akyab.
Tha Doh Proo	...	...	Ditto, ditto.
Po Thain ...	...	...	Ditto, Moulmein.
Moung Pan ...	...	...	Ditto, ditto.
Ramoothway ...	...	...	Govt. High School, Rangoon.
Po Thoung ...	...	...	Ditto, ditto.
Po Hin ...	...	...	Government School, Bassein.
Moung Hnyo ...	...	...	Ditto, Shway-gyin.
Tha Bin ...	...	...	Ditto, Akyab.
John Tsaw Oo White	...	...	Ditto, Kyouk-pyoo.

CANDIDATES COMMENDED.

Oo Gyaw ...	...	...	Government School, Akyab.
Po Too ...	...	...	Govt. High School, Rangoon.
Ba One ...	...	...	Government School, Moulmein.
Po Oung ...	...	...	Govt. High School, Rangoon.
Tha Oung ...	...	...	Government School, Kyouk-pyoo.
Moung Moung...	...	...	Ditto, Mergui.
Veerapermall ...	...	...	Ditto, Tavoy.
A. Abraham ...	...	...	Govt. High School, Rangoon.
Kyan Myat ...	...	...	Karen Normal and Ind. Inst., Bassein.
Moung Byoo ...	...	...	Government School, Bassein.
Po Thaw ...	...	...	Govt. High School, Rangoon.
Abdul Soffee ...	...	...	Government School, Kyouk-pyoo.
Shway Bwin ...	...	...	Ditto, Akyab.
Pahpor ...	...	...	Karen Normal and Ind. Inst., Bassein.
Ruthunjee ...	...	...	S. P. G. School, Toungoo.

II.—PRIMARY VERNACULAR SCHOLARSHIP EXAMINATION.

ELECTED SCHOLARS.

RANGOON.

Moung Hpo Htoon ... Moung Tote Hpyoo's Lay School, Rangoon.
„ Tha Zan ... Oo Etka's Lay School, Rangoon.

THONE-GWA.

No award.

BASSEIN.

Moung Kyaw Hla ... Oo Matima's Monastery, Bassein.
Hpo Thoo ... Ditto, ditto.

HENZADA.

Hpo Than ... Moung Hpyoo Oo's Lay School, Henzada.
Myat Tha ... Ditto, ditto, ditto.
Hpo Khin ... Ditto, ditto, ditto.

THARRAWADDY.

No candidates.

PROME.

Moung Tsan Chain.
„ Hpyoo.
Hpo Ngyoon.

THA-YET-MYO.

No candidates.

SHWAY-GYIN.

Hpo Thaw ... Tsaya Tote's Lay School, Shway-gyin.
Mah Aye Mya ... Ditto, ditto.

TOUNGOO.

Moung Hpo Hkin ... Tsaya Aye's Lay School, Toungoo.

MOULMEIN.

No award.

TAVOY.

Moung Nee Gyee ... Moung Moh's Lay School, Tavoy.

MERGUI.

No candidates.

AKYAB, KYOUK-PYOO, SANDOWAY } No award.

III.—ANNUAL DISTRICT PRIZES EXAMINATION.

AWARDS.

RANGOON.

Burmese ... No candidates.

Pali ...
1st prize, Rs. 25.—No award.
2nd do. „ 15.—Moung Bah Gyee, Moung Ohn Gyne's School, Rangoon
3rd do. „ 10.—In moities to Moung Loo Tha, Oo Gaudama's Monastery, Rangoon, and Moung Htoon Aye of Moung Etka's Lay School, Rangoon.

Arithmetic ...
1st prize, Rs. 25.—Moung Tsine Galay, Oo Ahsaya's Monastery, Kemendine, Rangoon.
2nd do. „ 15.—No award.
3rd do. „ 10.—In moieties to Hpo Tsain and Bah Hpay of Moung Tote Hpyoo's Lay School, Rangoon.

THONE-GWA.

Burmese	1st prize, Rs. 25.	Award deferred.
	2nd do. „ 15.	
	3rd do. „ 10.	
Pali	1st do. „ 25.—Hpo Hpay,	Government School, Pantanaw.
	2nd do. „ 15.—Moung Shway An,	ditto, ditto.
	3rd do. „ 10.— „ Hpo Wa,	ditto, ditto.
Arithmetic	1st do. „ 25.—No award.	
	2nd do. „ 15.—Moung Hpo,	Government School, Pantanaw.
	3rd do. „ 10.— „ Hpo Wa,	ditto, ditto.

BASSEIN.

Burmese ... *Pali* ... *Arithmetic* ... No award.

HENZADA.

Burmese	1st prize, Rs. 25.—Moung Hpo Thoung, Oo Zagara's Monastery, Otpho.	
	2nd do. „ 15.— „ Shway Htay,	ditto ditto.
	3rd do. „ 10.— „ Hpo Loo,	ditto ditto.
Pali	No candidates.	
Arithmetic	1st, 2nd, and 3rd prizes.—No award.	

THARRAWADDY.

Burmese	1st prize, Rs. 25.—Moung Shway Moung, Moung Tha Nyoon's Lay School, Thone-zeh.
	2nd and 3rd prizes.—No award.
Pali	No candidates.
Arithmetic	No award.

PROME.

Burmese	1st prize, Rs 25.—Hpo Thain, Moung Hso's School, Shway-doung.
	2nd do. „ 15.—Mah Khin Lay, Mah Htay's School, Poung-deh.
	3rd do. „ 10.—Moung Tha Lay, Moung Hso's School, Shway-doung.
Pali	1st and 2nd prizes.—No award.
	3rd prize, Rs. 10.—Mah Khin Lay, Mah Htay's School, Poung-deh.
Arithmetic	No award.

THA-YET-MYO.

Burmese ... *Pali* ... *Arithmetic* ... No candidates.

SHWAY-GYIN.

Burmese	1st prize, Rs. 25.—Moung Hpay,	Oo Athabatheereedaza's Monastery, Shway-gyin.
	2nd „ „ 15.— „ Hpo Galay	
	3rd „ „ 10.— „ Tha Zan, Moung Shan Byoo's School, Shway-gyin.	
Pali	1st prize, Rs. 25.— „ Hpay, Oo Athabatheereedaza's Monastery.	
	2nd „ „ 15.— „ Hpo Nyin	Moung Shan Byoo's School, Shway-gyin.
	3rd „ „ 10.— „ Tha Zan	
Arithmetic	1st and 2nd prizes.—No award.	
	3rd prize, Rs. 10.—Moung Tha Zan,	Moung Shan Byoo's School, Shway-gyin.

TOUNGOO.

Burmese	1st prize, Rs. 25.—Myat Htoon.
	2nd „ „ 15.—Hpo Mya.
	3rd „ „ 10.—Tha Oo.
Pali	1st and 2nd prizes.—No award.
	3rd prize, Rs. 10.—Moung Hpo Mya.
Arithmetic	1st and 2nd prizes.—No award.
	3rd prize, Rs. 10.—Moung Hpo Mya.

MOULMEIN.

Burmese	1st, 2nd and 3rd prizes.—No award.
Pali	1st and 2nd prizes.—No award.
	3rd prize, Rs. 10.—Moung Hpo Yin, Government School, Tha-tone.
Arithmetic	No award.

TAVOY.

Burmese ... *Pali* ... *Arithmetic* ... No candidates.

MERGUI.

Burmese ...
Pali ... } No candidates.
Arithmetic ...

AKYAB.

Burmese ...
1st prize, Rs. 25.—No award.
2nd ,, ,, 25.—Tha Htoon Oo, Oo Goona Meezu's Monastery, Khoungloung, Akyab.
3rd prize, Rs. 10.—No award.

Pali ...
1st and 2nd prizes.—No award.
3rd prize, Rs. 10.—Shway Tha Oung, Hsindainshee Monastery, Akyab.

Arithmetic ... No candidates.

KYOUK-PYOO.

Burmese ...
Pali ... } No candidates.
Arithmetic ...

SANDOWAY.

Burmese ...
1st prize, Rs. 25.—No award.
2nd ,, ,, 15.—Moung Tsain } Moung Kha Day's School, Sandoway.
3rd ,, ,, 10.—Manoo

Pali ... No award.

Arithmetic ...
1st prize, Rs. 25.—Manoo } Moung Kha Day's School, Sandoway.
2nd ,, ,, 15.—Moung Tsain
3rd ,, —No award.

Notification, No. 5, dated the 10th May 1880.

LAND-MEASURING CERTIFICATE EXAMINATION.

The undermentioned candidates who appeared for the above examination are declared qualified for certificates of proficiency in land-measuring:—

Robert Donald, Assistant Master, Government High School, Rangoon.
Moung Poo, Assistant Master, Government Lay School, Poo-zoon-doung, Rangoon.
Moung Hpo Ahn, Government High School, Rangoon.
Ramoothway, Ditto ditto ditto.
Moung Shway Yoh, 4th Master, Government School, Shway-gyin.
Moung Hpo Thin, Government School, Bassein.
Moung Hkin, Government High School, Rangoon.
Moung Bah Gyee, Government School, Bassein.

P. HORDERN,
Director of Public Instruction.

APPENDIX K.

List of Manuscripts referred to by the Professor of Pali, page 39.

Name of Manuscripts.*	Number of palm leaves.	Lines to page.	Remarks.
A. TIPITAKA WITH *Commentaries, Tikas, Ganthis, Nissayas, &c.*			
1. VINAYAPITAKAM.			
Parajika	152—196	9—11	Turnour 192, 7-8 lines to page. H. P. L.
Parajika Nissayo	848—890	9-10	Written by Jambudhajo, a priest of Ava, about 300 years ago.
Parajika-*atthakatha*	826—840 252	9-10 12	Buddhaghosha.
Parajika-atthakatha Nissayo ...	750—780	9—11	Written by Jambudhajo, a priest of Ava. Found in two volumes.
Parajika Tika	...	...	Also called Saratthadipani *tika* (which see); written by the Singhalese priest Sariputtara.
Parajika *ganthi*	824	9	
Parajikan yojapatho	114	...	
Pacitti	140, 182 148	9-10 ...	Turnour 154, 9-10 lines to the page. H. P. L.
Pacitti Nissayo	204	11	By the Ava priest Jambudhajo.
Pacitti *atthakatha*	294—340	10-11	Buddhaghosha.
Pacitti *atthakatha* Nissayo... ...	286	9	By the Ava priest Jambudhajo.
Pacitti *Tika*	...	...	
Pacitti *ganthi* patho	898	9	
Mahavaggo	222	10	Turnour 192, 8-9 lines to the page.
	192	11	H. P. L.
Mahavaggo Nissayo	612	10	By the Ava priest Jambudhajo.
Mahavagga *Atthakatha*	...	...	Buddhaghosha.
Mahavagga *Atthakatha* Nissayo ...	179	10	By the Ava priest Jambudhajo. H. P. L.
Mahavagga *ganthi*	...	...	The Mahavagga-culavagga-Pariva-*ganthi* count together 802 pages, 9 lines to the page.
Culavaggo	189—196	10	Turnour 196, 8-9 lines to the page. H. P. L.
Culavagga *atthakatha*	252	10	
Culavagga *atthakatha* Nissayo ...	826	9	By the Ava priest Jambudhajo.
Culavagga Nissayo	180	10	By the Ava priest Jambudhajo.
Culavagga *ganthi*			(See Mahavagga-*ganthi*).
Parivara patha	168	9	H. P. L. Turnour 146, 10-11 lines to the page.
Pariva Nissayo	240	10	By the Ava priest Jambudhajo.
Pariva *atthakatha*	180	10	Buddhaghosha.
Pariva *atthakatha* Nissayo... ...	893	9	By the Ava priest Jambudhajo.
Pariva-*tika*.			
Pariva-kankha	288	11	
Pariva-*ganthi*			(See Mahavagga-*ganthi*).
Kankha-vitarani	295—315	9—11	Buddhaghosha's commentary on the Patimokkha.
Kankha-vitarani Nissayo	258—290	10—11	By a Burmese priest of Nayyin Yua called Maniratana.
Kankha *ganthi*	300	10	
Kankha-vitarani *tika*	190	9	By the Singhalese priest Buddhanaga.
Kankha-vitarani *tika* nissayo ...	372	9	There is an ancient and a modern *tika* and *tika* Nissayo, the former ascribed to the Singhalese priest Mogallayana.
Patimokkha, generally occurring separately as	...	...	(See page); the two patimokkhas are also known as dvemat*ika*; together with the Mulasikkha and Khuddasikkha the form the venee lay tzoung or the "four small vinaya books."
Bhikkhupatimokkha and	12	9	
Bhikkhunipatimokkha	8	9	
Patimokkha Nissayo	84	11	H. P. L.
Patimokkha samvara vannana ...			
Patimokkha padattha anuvannana ...			
Patimokkha padattha anuvannana Nissayo	287	10	

* For want of proper types, the system of transliteration is very imperfect.

List of Manuscripts referred to by the Professor of Pali, &c.,—(continued.)

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Patimokkha *gan*thi			
Patimokkhalekhanaya			
Patimokkha visodhana			
Mulasikkha	12	10	Written by the singhalese priest Mahasami, about 980 years after Gautama's death. H. P. L.
Mulasikkha Nissayo	252	10	The MS. containing 60 leaves, is only a short translation without comment or explanation.
	60	11	
Mulasikkha*tika* houng	...	...	By the Singhalese priest Vimalasaya.
Mulasikkha *tika* thit	341	9	A modern *tika*; by the Burmese priest Pacissiyo of Panya.
Khuddasikkha	16	10	Composed by the singhalese priest Dhammasiri, about 980 years after Gautama's death. H. P. L.
Khuddasikkha Nissayo	180	...	
Khuddasikkha yozana houng ...	34	9	
Khuddasikkha *tika* houng	...	...	The ancient *tika*; written by the Singhalese priest Rasa.
Khuddasikkha *tika* thit	76	9	Another *tika*; by the Singhalese priest Sangharakkhita-mahasami.
Khuddasikkha *tika* Nissayo ...	288	10	
	324	9	
Bhikkhuvibhangam	260	10	
Bhikkhunivibhangam	78—75	10	H. P. L.
Bhikkhuvibhangam *att*hakatha ...			
Bhikkhunivibhangam Nissayo ...	96	8	
Bhikkhu bhikkhunivibhangam *att*hakatha Nissayo	258	10	
Bhikkhunivibhangam *att*hakatha Nissayo	78	9	
Sarattha dipani...			
Sarattha dipani *tika*			
Sarattha dipani *tika* Nissayo ...	318	9	
Ñanava*ddh*ana dipani			
Gihivinaya sangaha			
Gihivinaya	10	9	
Vinayamahasangaha ... } ...	288	8	The large and small compendium on the Vinaya; written by the Singhalese priest Sariputtara.
Vinayaculasangha ... }			
Vinaya sangahanissayo	92—840	8-9	In two volumes.
Vinaya sangaha kankha	172	9	
Vinaya *tika*	...	...	A scholium on the Vinaya; by the Singhalese priest Sariputtara.
Vinaya khandhaka niddeso... ...	336	8	
Vinaya *gan*thi	388	9	
Vinaya *gan*thi pada	256	9	By the Singhalese priest Joti.
Vinaya *gan*thi rasi	30	8	
Vinâya gulhatthapatho ... } ...	162	9	
Vinaya sankhepa patho ... }			
Vinâya vinicchaya Nissayo... ...	...	...	Written by the Burmese priest Nandapala of Ava.
Vinaya vinicchaya *att*hakatha ...	148	10	By the Singhalese priest Buddhadhatu.
Vinaya vinicchaya *tika*	...	...	By the Singhalese priest Revata.
Vimati vinodani *tika*	...	...	A Singhalese scholium.
Vimati vinodani *tika* Nissayo ...	308	10	
Silavinicchayo	28	8	
Vinicchaya sankhepa kyam ...	131	9	Pali-Burmese.
Sima vinicchayo			
Pabbajjovadadipani	170	10	Pali-Burmese.
Vajirabuddhi *tika*	247	9	
Vajirabuddhi *tika* Nissayo	460	9	In two volumes.
Kamma-kamma vinicchayo ...			
Terasaka *tika*	232	9	A scolium on the first two sikkhas of the parajika; by the Singhalese priest Sariputtara.
Terasaka *gan*thi			
Sekhiya kyam	...	...	Containing the sekhyadhamma of the patimokkha; in pali and burmese.
Vinaya sara			
Vinaya sara *gan*thi	154	9	
Adhikara*na*vinicchaya			

List of Manuscripts referred to by the Professor of Pali., &c.—(continued).

Name of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Adhikarana vinicchaya Nissayo ...			
Saranadi vinicchayo			
Pathama vivada vinicchaya ...	...	...	Decisions in dissentions amongst the priesthood, composed by the Burmese pongyee U. Neyyo, when elected Sovereign pontiff.
Dutiya vivada vinicchaya	...	...	A smaller work on the same subject by U. Neyyo, when elected a second time to the Pontificate in Burmah.
Vinaya lankara...	...	...	Written by a Burman priest, the Toungphila Zayatau.
Vinaya lankara *tika* nissayo ...	482	10	
Vinaya lankara *tika*	228	10	
Vinaya sara *ganthi*	218	9	
Venee kwonkhya	117	8	Enumerating and explaining, in Burmese, the leading subject-matter of the Vinaya. H .P. L.
Kammavaca	...	...	Generally written upon tin plates, gilded (*See* Page).
Upali hpyat htun			
Samanta pasadika	...	...	(*See* Page).
Uttara vinicchaya *tika tika* ...			
2. SUTTAPITAKA			
Dighanikayo	204	...	See page . Turnour 292 H. P. L.
Sutsilakkhan	89—93	10	
Sutsilakkhan nissayo	310	10	
	278	11	
Sutsilakkhan *atthakatha*	128—143	10-11	Buddhaghosha.
Sutsilakkhan *atthakatha* nissayo ...	220	10	
Sutsilakkhan *tika*	172	9	Composed by the Singhalease priest Dhamma pala.
Sutsilakkhan *ganthi* patho... ...	204	9	
Sutmahava (Suttamahavaggo) ...	114—120	10	H. P. L.
Sutmahava nissayo	308	10	Written by the Burmese priest Nandamala of Ava.
Sutmahava *atthakatha*	156—192	9—11	
Sutmahava *atthakatha* nissayo ...	447	10	
Sutmahava *tika*	...	...	By the Singhalese priest Dhammapala.
Sutpatheya	91—120	9-10	H. P. L.
Sutpatheya nissayo	289	10	
Sutpatheya *atthakatha*	260	10	Buddhaghosha.
Sutpatheya *atthakatha* nissayo ...	386	10	
Sutpatheya *tika*...	126	9	By Dhammapala, a Singhalese priest.
Majjhimanikayo	494	10	Turnour 432, 8—9 lines to the page.
(*a*) Mulapannasa	168	10	
Mulapannasa *atthakatha* ...	288	10	Buddhaghosha.
Mulapannasa *tika*	312	9	By the Singhalese priest Dhammapala.
(*b*) Majjhima pannasa	186	10	
Majjhima pannasa nissayo ...	266	9	
Majjhima pannasa *atthakatha* ...	334	10	Buddhaghosha.
Majjhima pannasa *tika*	...	...	By the Singhalese priest Dhammapala.
(*c*) Upari pannasa	140	...	
Upari pannasa *atthakatha* ...	164	10	Buddhaghosha.
Upari pannasa *tika*	...	...	By the Singhalese priest Dhammapala.
(Papanca-sudani)	...	...	Buddhaghosha's commentary on the Majjhimanikayo, is rarely met under this name, but as Mulapannasa &c., *atthakatha* mentioned above.
Samyutta nikayo	560—570	9	Turnour 351 palm leaves 8—9 lines to the page.
(*a*) Salayatana samyutta	138	9	
Salayatana samy. *atthakatha* ...	...	...	Buddhaghosha.
Salayatana samy. *tika*	...	...	By Dhammapala, a Singhalese priest.
(*b*) Mahavagga samyutta	145	9	
Mahavagga samyutta *atthakatha* ...	200	...	Buddhaghosha.
Mahavagga samyutta *tika* ...	...	...	By the Singhalese priest Dhammapala.
Mahavagga samyutta Nissayo ...	249	10	
(*c*) Sagathavagga samyutta ...	89	9	
Sagathavagga samyutta Nissayo ...	309	10	

List of Manuscripts referred to by the Professor of Pali, &c.,—(continued).

Name of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Sagathavagga samyutta *atthakatha* ...	138	10	Buddhaghosha.
Sagathavagga samyutta *tika* ...	...	...	By the Singhalese priest Dhammapala.
(*d*) Nidana samyutta	101	9	
Nidana samyutta *atthakatha* ...	...	...	Buddhaghosha.
Nidana samyutta *tika*	...	...	By Dhammapala.
Nidana samyutta nissayo ...	294	10	
(*e*) Khandhavagga samyutta ...	102	9	
Khandhavagga samyutta *atthakatha*...	150	10	Buddhaghosha.
Khandhavagga samyutta *tika* ...	...	...	By Dhammapala.
Khandhavagga samyutta nissayo ...	320	10	
(Saratha ppakasini) ...	...	...	Or Buddhaghosha's commentary on the Samyuttanikayo rarely occurs under this name, but as the *atthakatha*'s of the five books of the Samyuttanikayo.
Anguttaranikayo	585	11	Turnour 654 but only 8—9 lines to the page.
Eka-anguttara Duka-anguttara } *atthakatha* ... Tika-anguttara	260	10	Buddhaghosha.
Catuka anguttara nissayo	318	9	
Catuka anguttara *atthakatha* ...	175	10	Buddhaghosha.
Catuka anguthara *tika*	206	9	
From Catuka to Ekadasa anguttara *atthakatha*	238	10	Buddhaghosha.
Tika-catuka anguttara nissayo ...	263	9	
Anguttara Mahatika ... ... Anguttara Culatika ... ... Attha-nava anguttara nissayo ...	294	9	Written by the Singhalese priest Sariputtara.
Anguttara *atthakatha* nissayo ...	641	10	
Eka anguttara *atthakatha* nissayo ...	312	10	
Manorattha-purani	...	...	Rarely found under this name.
Khuddakanikayo			
(1) Theragatha	85	10	Turnour 43, 9 lines to the page.
Theragatha nissayo	221	10	
Theragatha *atthakatha*	...	...	By Dhammapala.
(2) Therigatha	25	10	There must be an error in Turnour's statement, allowing 110 leaves to this book. Those copies which I have seen, have not more than 25 leaves.
Therigatha *atthakatha*	...	...	By Dhammapala.
Therigatha nissayo	258	10	
Udana	42	10	Turnour 48 leaves, 9 lines to the page.
Udana nissayo	112	10	
Udana *atthakatha*	...	...	By Dhammapala.
Iti-vuttaka	50	10	Turnour 48.
Iti-vuttaka *atthakatha*	180	10	This commentary is also called Abhidhammatha-dipani, but is not according to Burmese sources, ascribed to Buddhaghosha, but to Dhammapala.
Suttanipata	46	9	Turnour 40 palm leaves, 9 lines to the page.
Suttanipata *atthakatha*	248	...	By Buddhaghosha.
Suttanipata *atthakatha* nissayo ...	630	9	In three huge volumes.
Dhammapada	15	10	Turnour 15 leaves.
Dhammapada Nissayo	84	10	
Dhammapada *atthakatha*	292	12	By Buddhaghosha.
Dhammapada *atthakatha* nissayo ...	930	10	In three volumes, containing a complete translation of the commentary.
Dhammapada *vatthu*	141	9	
Kayanupassanakyam	890 pages print.	...	A work based on the Jaravaggo contained in the Dhammapada; printed in Mandalay, 1876.
Dhammapadadesanakyam	...	...	Printed by "British Burma News."
Cariyapitakam	11	10	Turnour 10 leaves.
Cariyapitaka *atthakatha*	164	10	By Dhammapala.
Cariyapitaka *atthakatha* nissayo ...			
Buddhavamsa	81	10	Turnour 37, 8 lines to the page.
Buddhavamsa nissayo	160	9	
Buddhavamsa *atthakatha*	196	...	Also called Madurattha-vilasini.
Buddhavamsa desana	80	8	Ascribed to Buddhadat.
Buddhavamsa *atthakatha* nissayo ...	253	10	
Khuddakapatho	5	10	Turnour 4 leaves, 8 lines.
Khuddakapatho *atthakatha* ...	...	...	By Buddhaghosha.

List of Manuscripts referred to by the Professor of Pali, &c.—(continued.)

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Niddeso			
Mahaniddeso	186	10	Turnour not stated.
Culaniddeso or Khaggavisana			
Mahaniddeso Nissayo	216	11	
	258	9	
Niddeso *atth*akatha	...	...	By the Singhalese priest Upasena. This commentary is also called Saddhammappajotika.
Patisambhida	178	10	Turnour 220, 8 lines to the page.
Patisambhida *atth*akatha or (Saddhamma-ppakasini)	...	...	By Buddhaghosha.
Patisambhida *ganth*i	154	9	
Apadana	186	10	Turnour 196, 10 lines to the page.
Apadana Nissayo	249	9	
Apadana *atth*akatha (or Visuddha-janavilasini)	...	...	By Buddhaghosha.
Thera apadana vatthu	296	9	
Theri apadana vatthu	288	9	
Petavatthu	44	10	Turnour 152 (?).
Petavatthu *atth*akatha	...	...	By Dhammapala.
Vimanavatthu	27	10	Turnour 158 (?).
Vimana vatthu *atth*akatha... ...	...	...	Dhammapala.
			The vimana vatthu *atth*akatha and Petavatthu *atth*akatha comprises, according to Burmese sources, 144 palm leaves.
Jataka pali patho	184	9	This rare work, (*see* page) contains the pali of the Jatakas only, without the commentary. Since writing the introduction to this catalogue, I have seen another magnificent copy of the same work, containing 171 palm leaves with 9, and the last 6 leaves with 10, lines to the page.
Eka-duka-Nipata	240	10	
Tika-catukka-pancaka-Nipata ...	187	10	
Chakka-satta-*att*ha-Nipata	89	10	
Nava-dasa-ekadasa-Nipata... ...	108	10	
Dvadasa-terasa-Nipata	72	10	
Pakinnaka-visati-Nipata	96	10	
Timsa-cattalisa-Nipata	120	10	
Pannasa-sathi-Nipata	84	...	*See* Fer (Extraits du Paritta, Journal Asiatic, 1871), on the "Pannasa-Jataka." The Burmans consider it as belonging to the officiel recension of the Jatakas, and not as being "unrecueil d'origine differente."
Sattati-Asiti-Nipata	84	10	
Mahanipata	24	10	
Total ...	1,104	10	Turnour 900.
Ekanipata Jataka *Atth*akatha patho ...	218	...	
Ekanipata Jataka Nissayo	394	10	
Dasavatthu patho	...	...	
Sahassavatthu patho	...	...	
Pakinnaka Nip. Nissayo ...	360	10	
Visati nipata Nissayo			
Vidura Jataka Nissayo	220	10	
Vessantara Jataka Nissayo			
Naradajat Nissayo	29	9	
Maha Nipata Jataka Nissayo ...	336	9	
Pancaka nipata	302	...	
Chakka nipata			
Satta nipata			
Nidanavannana patho	56	...	
Jataka *tika* patho	...	...	Written by the Singhalese priest Kassapa.
Tesaguna jataka Nissayo	...	...	
Catuka Nipata Nissayo	157	10	
Attha-Nava-Nipata Nissayo ...	186	10	
Chakka-Satta-Nipata Nissayo ...	185	10	
Asiti Nipata Nissayo	272	10	
Canda Kumarajataka	...	...	
Suvannasamajat Nissayo	51	9	

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Nemijat Nissayo	66	9	
Tomivatthu	79	9	
Candakumarajataka Nissayo ...	84	10	
Bhuridhajat Nissayo	66	10	
Nemivatthu	120	9	
Vessantara vatthu			
Mahosathajat Nissayo	250	9	
Maho vatthu	336	8	
Candakumara vatthu	21	10	
Vidhurajat nissayo			
Vidhurajat vatthu			
Zanakkajat nissayo			
Zanakkajat vatthu			
Suttasangaha patho	336	10	Written by the Burman priest Nandamala of Ava.
Suttasangaha Nissayo			
Suttasangaha Nissayo anek ...	496	10	In two volumes.
Sarattha sangaha	...	...	This work is not to be confounded with the Sarattha sangaha, a (Sanscrit) medical work of Ceylon.
Sarattha sangaha Nissayo	312	9	
Dhammacakka	...	...	H. P. L.
Mahaparitta	...	...	H. P. L.
Mahaparitta tika patho	...	...	
Mahaparitta Nissayo	...	...	
Ratanaghara vatthu	239	10	
Jatattaki patho...	...	...	Composed by the Singhalese priest Culabuddhaghosha.
Sotattaki patho	...	...	
Sukhavaha vatthu	...	...	
Suttaganthi	...	...	
Saranadi vinicchayo patho ...	60	9	
3. ABHIDHAMMAPITAKA.			
Dhammasangani	118—182	9—10	Turnour 72, 10 lines to the page. H.P.L.
Dhammasangani Nissayo	360	10	
Dhammasangani tika	134	9	
Dhammasangani tika Nissayo ...	146	10	
Dhammasangani Nava Kouk ...	...	...	
Atthasalini	215	11	Buddhaghosha. H. P. L.
Atthasalini Nissayo	716	9—10	In two volumes; composed by Burmese priest Maniratana of Nayyinyua.
Atthasalini Ganthi	224	10	
Atthasalini Yojana	384	9	
Vibhangam	180—192	9—10	Turnour 130, 8 lines to the page. H. P. L.
Vibhangam Nissayo	...	...	
Vibhangam nava kouk	...	...	
Samoha vinodani	313	10	
Samoha vinodani Nissayo	624	10	In two volumes; composed by the Burmese priest Maniratana of Nayyinyua.
Samoha vinodani ganthi patho ...	288	9	
Samoha vinodani Yojana	318	9	
Dhatukatha	46	9	H. P. L. Turnour 81 leaves, 8 lines.
Dhatukatha atthakatha patho ...	10	10	
Dhatukatha aya kouk	...	...	Originated in the Pacchimavan monastery in Chagaing.
Dhatukatha tika patho	12	10	
Dhatukatha nava kouk			
Dhatukatha Nissayo	68	10	
Puggalapannati	45	10	H. P. L. pages. Turnour 28, 8 lines to the page.
Puggalapannati nava kouk... ...			
Kathavatthu	180—198	10	Turnour 151. By Mogaliputta pronounced at the 3rd Council. H. P. L.
Contains the following 10 sections.	...	...	
(1) Abhijjhakatha			
(2) Samtuthikatha			
(3) Vivekakatha			
(4) Asamsaggakatha			
(5) Dhanakatha			
(6) Silakatha			

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
(7) Samadhikatha			
(8) Rannakatha			
9) Vimutthikatha			
(10) Vimutthinanadassana katha ...			
Kathavatthu nava kouk			
Puggalapannata kathavathu Nissayo ...	828	11	
Jamakam.			
(1) Mula yamakam	7	10	H. P. L.
(2) Khandha yamakam	17	11	
(3) Ayatana yamakam	46	11	
(4) Sacca yamakam	26	11	
(5) Sankha yamakam	28	11	
(6) Anusaya yamakam	96	11	
(7) Citta yamakam	60	11	
(8) Dhamma yamakam			
(9) Varina yamakam			
(10) Indriya yamakam	98	11	
Total ...	488	10—10	According to Turnour 181 leaves, 10 lines to the page. (*See* page .)
Yamaka matika	876	...	Originated in the Pacchimavan monastery in Chagaing.
Anusaya yamakam Cittam yamakam Indriya yamakam } Matika ...	120	...	
Yamaka nava kouk			
Patthanam			The Patthana, which I have met in Burma, comprises the first six books, with about 400 palm leaves (Turnour 170 leaves, 9—10 lines to the page). The H. P. L. copy was transcribed from 464 palm leaves. The Burmese Thamine allows from 95—100 Angas (1,140—1,200 leaves) to this work. I thought this to be an error, until lately I met with a Patthanam, containing, besides the first six sections, also those from 7—24; containing in all 69 Angas, 10 leaves, 838 palm leaves; I am told, that the complete Patthanam can be found only in some of the largest monasteries in Mandalay. Recently, I obtained a Siamese "History of the Pitakat," which also allows about 100 Angas to this work; and enumerates the names of the sections from 1—24, as given in this column. In the Milindapanha it is also stated, that the Patthanam contains 24 parts. The enumeration, as given in this column, appears, therefore, to be correct and complete.
(1) Tika patthanam			
(2) Duka patthanam			
(3) Tika-duka patthanam... ...	380—436	9—11	
(4) Duka-tika patthanam... ...			
(5) Duka-duka patthanam ...			
(6) Tika-tika patthanam			
(7) Paccaniya tika patthanam ...			
(8) Paccaniya duka patthanam ...			
(9) Paccaniya duka tika patthanam ...			
(10) Paccaniya tika duka patthanam ...			
(11) Paccaniya tika tika patthanam ...			
(12) Paccaniya duka duka patthanam...			
(13) Anuloma paccaniya tika patthanam			
(14) Anuloma paccaniya duka patthanam			
(15) Anuloma paccaniya duka tika patthanam			
(16) Anuloma paccaniya tika tika patthanam			
(17) Anuloma paccaniya duka duka patthanam	432	10	
(18) Anuloma paccaniya tika duka patthanam			
(19) Paccaniyanuloma tika patthanam..			

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
(20) Paccaniyanuloma duka *patthanam*.			
(21) Paccaniyanuloma duka *tika patthanam*			
(22) Paccaniyanuloma *tika* duka *patthanam*			
(23) Paccaniyanuloma *tika tika patthanam*			
(24) Paccaniyanuloma duka duka *patthanam*			
Patthana ayakouk	888	10	Originated in the Pacchimavan kyoung in Chagaing.
Patthana nava kouk	...	...	
Patthana panha aya kouk	249	10	
Yamakapa*tthana* matika	128	...	
Patthan yathee zoo			
Panca-ppakarana *Atthakatha* ...	216	...	The commentary by Buddhaghosha on the five last books of the Abhidhamma.
Panca-ppakkarana Nissayo... ...	...	...	In three volumes.
Abhidhammatta sangraha	22	9	By the priest Anuruddha. H. P. L.
	...	...	Printed by the Native Press.
			Printed by the Native Press.
Abhidhammatta sangraha Nissayo houng	322	10	Written in the Myouknankyoung in Ava.
			There are 6 different versions of the Abhidhamamatta sangraha Nissayo.
Abhidhammatta sangraha Nissayo thit...	...	...	
Abhidhammatta sangraha ayakouk ...	...	...	
Abhidhammatta sangraha *tika* houng ...	...	...	By the Singhalese priest Vimalabuddhi.
Abhidhammatta sangraha *tika* thit ...	...	...	By the Singhalese priest Sumangalasami.
Abhidhammatta sangraha *tika ganthi* houng			
Abhidhammatta sangraha *tika ganthi* thit	...	...	
Abhidhammatta sangraha *ganthi* Nissayo	...	...	By the Singhalese priest Dhammapala.
Sacca-sankhepa *atthakatha*	11	9	By Vimalamahasami, a Singhlese priest.
Sacca-sankhepa *tika* houng			
Sacca-sankhepa *tika* thit	...	...	By the Singhalese priest Arunavasi.
Sankhepavannanapatho	60	8	
Sankhepavannano Nissayo	220	9	Written by the priest Maniratana of Nayyin-yua.
	198	10	
Abhidhammagatha *tika* houng ...	...	...	By Vimalamahasami.
Abhidhammagatha *tika* thit ...			
Abhidhammavatara patho	...	...	By the Singhalese priest Buddhadhatu.
Abhidhamma *gulhatthavinicchaya* patho	124	9	
Abhidhamma vatara *tika* thit ...	...	...	By the Singhalese priest Sumangalasami.
Abhidhamma *ganthi* patho	...	...	By the Pagan priest Saddhammajotipala.
Abhidhamma *tika* patho	...	...	A scholium on the three commentaries of the Abhidhamma by the Singhalese priest Anando.
Namarupa pariccheda	46	10	H. P. L.; 268 pages, by the (Singhalese ?) priest Anuruddha.
Namarupa pariccheda Nissayo ...	228	9	
Namarupa pariccheda *tika* houng ...	...	...	By the Singhalese priest Vimala-mahasami.
Namarupa pariccheda *tika* thit ...	...	...	By the Singhalese priest Mahasami.
Namarupadipani			
Khema patho			
Khema *tika* houng	...	...	By the Singhalese priest Vimala-mahasami.
Paramatta Sabhava	220	10	H. P. L.; a very rare Burmese Nissayo on the Abhidhammatta sangaha.
Paramatta *tika* houng	...	...	By the Singhalese priest Mahabodhi.
Paramatta vinicchayo	26	10	H. P. L.; by the priest Anuruddha.
Paramatta vinicchayo Nissayo ...	174	11	
Paramatta pariccheda *tika* thit ...			
Paramatta manjusa			
Paramatta medhani			
Paramatta bindhu	10	9	
Manidipa patho	320	9	Two volumes, by the Burmese priest Aryawamso of Chagaing.

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Manimanjusa patho	238	10	By the same author.
Manimanjusa Nissayo	390	10	
Madhusaratthadipani	252	10	By the Peguan priest, Mahanama.
Anu tika patho...	284	...	By the Singhalese priest Kassapa.
Madhu tika patho			
Patthanasaradipani patho	...	...	By the Peguan priest Saddhammalankara.
Namakayadipaka patho	...	...	By the Pagan priest Saddhammapala.
Namakaya tika patho			
Ujagara ganthi			
Rupavibhaga patho	22	10	H. P. L.
Apheggu patho	28	10	
Apheggusaradipani patho	160	11	
Apheggusaradipani Nissayo ...			
Vitilekkyo	68	10	H. P. L.
Sangaha tikakyo	66	10	Or Abhidhammatta vibhavani tika. H.P.L.
Tikadvara Nissayo	244	8	
	180	10	
Tikakyo Nissayo	408	10	
Tikakyo ganthi...	198	9	
Tikakyo Nissayo Khyanek	192	10	An abridgement of the Tika-kyonissayo.
Paccayakara dipani	...	...	
Adhippayo tattha	...	...	
Vipassana nayadipani	...	...	
Sasana suddhi	...	...	
Ruparupa vibhaga patho	...	...	Written by the Singhalese priest Buddhadhatu.
Samoha vicchadani	...	...	A compendium of the seven Abhidhamma books by the Singhlese priest Kassapa.
Mula tika	312	...	A scholium on the seven Abhidhamma books.
Mula tika Nissayo	390	9	
Mahanissayo	226	10	
Yamaka patthananutika Nissayo ...	334	10	
Visativannana patho	362	9	
Samoha-atthasalini yojana patho ...	320	9	
II. LEXICOGRAPHICAL AND GRAMMATICAL WORKS.			
Sadda niti dhatumala Nissayo ...	264	8	By the Pagan priest Aggavamsa.
Sadda niti	402	9	
Sadda niti Nissayo, Volume I. ...	230	10	
Sadda niti tika			
Sadda niti pada mala Nissayo ...	278	8	
Sadda Cruha			
Saddatthabhedacinta	86	10	By the Pagan priest, Saddhammasiri. H. P. L.
Saddatthabhedacinta Nissayo ...	118	10	
Saddatthabhedacinta tika houng ...			
Saddatthabhedacinta tika thit ...	...	...	By the Pagan priest Abhaya.
Saddaganthi			
Saddavutti	238	9	By the Pagan priest Saddhammaguru.
Saddavutti tika houng	347	9	By the Pagan priest Sariputtara.
Saddavutti tika thit			
Sadda Sarattha jalini	124	9	By the Panya (Ava) priest Nagita.
Sadda Sarattha jalini Nissayo ...	118	9	
S. Sar. jal. tika thit			
S. Sar. jal. tika houng			
Sadda bindhu			
Sadda tzit			
Sadda kwunkhya			
Saddalakkhana			
Saddalakkhana-vibhavani	237	8	Ascribed to the priest Dipalankara.
Rupasiddhi	184	9	
Rupasiddhi tika			
Rupasiddhi Nissayo	280	9	
Kacchayana	...	...	H. P. L.
Kacchayana Nathapakarana ...			
Kacchayana a pwin nat kyam ...	...	...	This is a Burmese Nissayo to Kacchayana Nathapakarana.

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Kaochayana nat kyam a pwinthan pyin *tika*			
Nirutti manjusa	276	9	By a Burmese priest.
Kacchayana *tika*	...	...	By the Kanatanya (Pagan) priest Siri-saddhamma vilasa.
Sutta Nidesa	...	...	By the Pagan priest Saddhammijotipala.
Kacchayana Yojana			
Kacchayana bheda	...	...	By the priest Rasa (Tha-tone), H. P. L.
Kacchayana bheda *tika* houng ...			
Kacchayana bheda *tika* thit ...	...	...	By the Ava priest Ariyalankara.
Kacchayana Sara	...	...	By the Tha-tone priest Rasa. This work and Saddavutti, Vaccavacapatho, Saddabindhupatho, count 274 palm leaves, 9 lines to the page.
Kacchayana Sara *tika* houng ...			
Kacchayana Sara *tika* thit			
Kacchayana Sara akouk			
Kacchayana Sara Nissayo			
Culanirutti			
Mula Moggalana			
Vutti Moggallana			
Galunpyan (Moggallana)	41	9	H. P. L.
Galunpyan Nissayo			
Rupamala			
Rupabhedapakhasani			
Dhatvatthadipaka			
Abhidhanapadipika (Moggallana) ...	...	...	H. P. L
Abhidhanapadipika *tika*	...	...	By the Panya (Ava) priest Caturanga-bala.
Amarakosha	80	10	In Sanskirt, written with a modification of the Burmese alphabet.
Amarakosha Nissayo	140	10	
Amarakosha *tika*			
Amarakosha dipani			
Akhyata saminiyam			
Hicapananiyam			
Hicapananiyam ahpyay			
Akhyata saminiyam ahpyay ...			
Akkhara visodhani			
Sambandha chakka			
Lankamala			
Dhatvatthadipaka *tika*			
Neeh lay zay			
Neeh lay zay *tika*			
Neeh shi zay			
Sambandhacinta patho	8	9	By the Singhalese priest Sanghakhita H. P. L
Sambandhacinta *tika* houng ...			
Sambandhacinta *tika* thit	...	...	By the Pagan priest Abhaya.
Sambandhacinta dipani			
Vacca vacaka			
Vacca vacaka *tika* houng			
Vacca vacaka *tika* thit			
Rupavatarapatho	...	...	By Buddhadhatu.
Ujagaraniyam			
Vacakopadesa	10	9	
Vacakopadesa *tika* houng			
Vacakopadesa *tika* thit			
Gandhabharana...	6	8	H. P. L.
Gandhabharana *tika* houng ...			
Gandhabharana *tika* thit			
Ekakkharakosalla	...	...	Or Akkharakosalla, written by the Pagan priest Saddhammakitti, H. P. L.
Ekakkharakosa *tika* houng ...			
Ekakkharakosa *tika* thit			
Ekakkharakosa Nissayo	88	9	By the Tzayah Moung toung of Amara-pura.
Vibhattikatha	16	...	H. P. L.
Vibhattikatha *tika* houng			
Vibhattikatha *tika* thit			
Vibhattikatha dipani			

List of Manuscripts referred to by the Professor of Pali, &c.—(continued.)

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Gandhathi			
Gandhathi *tika*			
Karika			
Karika *tika*	...	...	Both works written by a burmese noble man of Pagan, bearing the honourary title Dhammasenapati.
Jattaniddesa			
Samvannana			
Upaca zay pah			
Nyatkouk			
Chando sankhepa			
Vuttodaya	...	...	By the singhalese priest Sangharakhita thera, H. P. L.
Vuttodaya *tika*	...	...	By the Pagan priest Navavimalabuddhi.
Sutta mala	218	9	By the Pagan priest Saddhammanana.
Cha-ppacaya	...	...	
Alankara	...	...	Or Subodhalankara by the Singhalese priest Sangharakkhitathera.
Kyam mwaygyee			
Dhatucinta			
Vaccavacakadipani			
Naya shwaythino thoung			
Toungtwin Niyam			
Manamaddipani	42	10	
Dhatumanjusa			
Mukhamatta sara patho	...	...	By the Pagan priest Gunasara
Nyasa patho	216	8	By Vimalabuddhi (Singhalese).
Thanbyn	...	...	By a Pagan nobleman.
Thanbyin Nissayo	352	9	
Balavatara	...	...	By the Singhalese priest Saddhammakitti.
Balavatara *tika* patho	...	...	By the Pagan priest Uttama.
Chando Sarattha vikasani	...	...	By the Pagan priest Saddhammanana.
Chando sarattha vikasani *tika* ...	...	...	By the Pagan priest Saddhammanana.
Vacanattha jotika	...	...	By the priest Vepulla.
Vacanattha jotika *tika*	24	8	
Kavi sara patho	...	...	By the Pegu priest Dhammananda.
Subodhalankara (see Alankara) *tika* ...	...	...	By the Singhalese priest Mahasami.
Niyamasara			
Abhidhana Nissayo	192	10	A Burman Nissayo of the Abhidhana-padipika.
Abhidhana *tika* Nissayo	249	10	A Burman Nissayo on the eight books of Kacchayana written in the Dakkhinavan monastery in Chagaing. Another version exists, which originated in the Myouknan kyoung in Ava. H. P. L.
Kacchayana Nissayo	...	...	
Kacchayana Nissayo, Volume I. ...	258	10	
Kacchayana Nissayo, Volume II. ...	189	10	
Kacchayana Nissayo, Volume III. ...	286	10	
Jhyadyattha			
Niddesa Nissayo	325	9	
Nyasa Nissayo	480	...	
Dhatumala Nissayo	249	10	
Ekakkhara *tika* Nissayo	140	...	
Moggallan Nissayo	189	10	
Upada sandhi patho			
Upada sandhi Nissayo	38	9	
Sadda shi zoung khyanak nissayo ...	192	9	
Ekakkharagosa dipani Nissayo ...	374	9	
Tzan alankara patho	18	9	
Tzan alankara patho Nissayo ...			
Akkhara visodhani			
Kavyasarattha	40	10	
III. MISCELLANEOUS BUDDHIST AND SACCULAR WORKS.			
Vissuddhimaggo	270	10	By Buddhaghosha.
Vissuddhimagga Nissayo			
Vissuddhimagga Nissayo, Volume I. ...	307	10	
Vissuddhimagga Nissayo, Volume II. ...	336		
Vissuddhimagga Nissayo, Volume III...	240		
Vissuddhimagga nan kyon	204	...	
Vissuddhimagga cula *tika*	...	...	By Dhammapala.
——— ——— mahatika	...	...	

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Vissuddhimagga *ṭika* Nissayo ...			
Vissuddhimaggadipa*ni*			
Vissuddhimaggaga*nṭhi* pa*ṭho* ...	249	9	Composed by the Pagan priest Saddhammajoti pala.
Vissuddhimaggadipaka			
Dhammava*ṭṭhu* la*ṅ*kara			
Sima visodhana...	22	10	
Dhammaniti pa*ṭho*			
Dhammaniti khyan			
Rajaniti			
Lokaniti			
Milindapanha pa*ṭho*	160	10	
Milindapanha zagahpyay	156	9	
Milindapanha Nissayo	402	9	
Mo*ṇi*ratanapon	228	10	
Panhakkamadipani	208	...	
Malalankara	220	10	
Aranadipani	198	9	
Palimu*ṭṭh*akavinicchayo	86	10	Belongs to the Vinaya pi*ṭ*aka.
Catusaccapakasani			
Anatta dipani	310	10	The Catusaccapakasani occurs also separately, comprising 148 palm leaves.
Adhinavadipani			
Cakkakaravinicchayo			
Rasava*ḍḍ*ho			
Shoohpway 12 Zoung	256	...	The Burmese version of the Kama*ṭṭh*anam.
Pa*ṇ*amava*ṇṇ*ana	6	...	
Paramikhandha...			
Jayadisapyoo	44	10	
Upasakalankara pa*ṭho*			
Khoktzitkouk	...	...	Written by a Toungtwing pongyee Na*ṇa*.
Lokadhammaponzan	19	8	
Na*ṇ*ava*ḍḍ*hana	86	9	
Tathagatuppatti pa*ṭho*	...	...	By the priest Na*ṇ*agambhi. A biography of Gaudama.
Tipitakaniyamadipani	47	9	
Nettipali			
Nettipali a*ṭṭh*akatha	210	...	
Nettipali *ṭika*			
Nettipali Nissayo	252	...	By the Burmese priest Silavansa of Toungtwin; another version was written by a poongyee of the Pubbayun kyoung in Nay-yin-yua.
Nettivibhavana...			
Nettipali a*ṭṭh*akatha Nissayo ...	306	...	
Nettisarattha dipani			
Lokadipani Nissayo	16	10	
Lokadipani pa*ṭho*	24	10	
Lokapa*ṇṇ*atti pa*ṭho*	...	...	By the priest Saddhammaghosha, Tha-tone.
Nimayadipani	20	10	
Samanta cakkhudipani	388	9	
Jinalankara	354	...	
Jinalankara *ṭika*			
Jinalankara Nissayo			
Chagatidipani pa*ṭho*	...	...	By Saddhammaghosha.
Mangaladesana...			
Mangalattadipa*ni*	240	9	
Mangalattadipa*ni* *ṭika*			
Mangalavatthu			
Mangalasara			
Kasinattha dipani	24	9	
Paticcasamuppada kyam			
Toung zin thoogyee hlayouk htun ...	51	9	
Ratanaponmyo zatan	12	10	
Harudhara	...	...	By a Padu Tzayah.
Upasaka vinicchayo			
Schoohpwaymya	...	...	On the Kammatthana) written by a Tzayah of Tounglaylone.
Patipatkyinsin			
Balabodhana Nissayo			
Nanatadambhani Nissayo	...	...	By the Tzayah Moung Toung of Amarapoora.

List of Manuscripts referred to by the Professor of Pali, &c.—(continued.)

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Sucittalankara patho			
Sucittalankara Nissayo	184	10	
Sucittadesana			
Bahussuta pakasani patho	102	9	
Bahussuta Nissayo	350	9	
Dandi patho	16	8	
Dandi Kyam Nissayo	160	10	
Dhammarasi			
Vivada chedani			
Gambhirattha desana	15	10	These is also another version comprizing 132 pages, 9 lines to the page.
Mettadipani			
Zwayzunkyotin			
Sasana lankara			
Sutavandana			
Anumodana lankara patho... ...			
Gihisuta	8	9	
Atulattayojana			
Atulahpyathtun...			
Paramikhan ahpyay			
Amaytaupun			
Vicittadesana			
Desanakama			
Culadesana			
Manikundalavatthu			
Pucchavisajjana			
Danabhedapakasani			
Pakinnakapuccha			
Sankharabhajani			
Munyunaymettaza			
Gambhisaradipani			
Danaphaluppatti	81	9	
Vicittaralankara patho			
Ariyavansajat ganthi			
Buddhaghoshuppatti patho ...	72	9	A biography of Buddhaghosha.
Ditthivisodhani			
Saddanusarithatpon			
Schway Kyoungthatpon			
Maggin khyan			
Kavilakkhana thatpon			
Panna ahi Moungyatzan			
Nayaikhan	19	9	
Natapakasaka	15	10	
Tzootoungkhan...	59	9	
Paramitaukhan...			
Shing Uttama kyaw dan la ...			
Catudhammasara ko khan	48	9	
Sauwaralanka			
Bhuridhatlanka...			
Bhongan lankadau			
Maghatzo khan...			
Suvanna sama sacca khan			
Vidhura lanka			
Vessantaralanka			
Lokavidhu lanka			
Bhavari lanka			
Nagasanta lanka			
Moung An's Rajavansa lanka ...			
Zitkaing Min Ai khyin			
Thondoungyoo hmoo Ai khyin ...			
Lek tsoung yoo hmoo Ai khyin ...			
Shway doung Nanda thooyakan ...			
Ngway doung Moung lan yakan ...			
Zway zon kyaw thin thatpon ...			
Moung An's thatpon			
Vannabodhana thatpon			
Tzakayanta thathpon			
Lokadhammaponzan			
Pitakatthaman...	49	9	
Silakkhan ganthi	18	10	

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Lasana jota	70	10	
Ratanamanjusa kyan	90	9	
Gahlyanikyoukza patho	22	10	
Gahlyani kyoukza nissayo	84	10	
Rajadirajayaypon	102	9	Printed.
Kantawmunkyoung	48	10	Printed.
Lokavidhupyan...	27	10	
Bhedakavatthu	83	9	
Mahasatipathansut nissayo ...	48	8	
Ekamasadi kyam	95	10	
Janakkapyan lanka	47	8	
Dasapakasani	188	8	
Kammatthana dipani	25	9	
Vansadipani	49	10	
Bhedavatthu	78	9	
Kammabhedapath anak	34	8	
Sanvegavatthu dipani	112	9	
Nandisena	...	...	H. P. L.
Vicitradesana	34	9	
Suddhammalankaravatthu	318	9	
Sucitradesana	120	9	
Nitatthaneyatta desana			
Sihalavatthu			
Sihala sandhesa katha	8	9	
Sasana vansa katha Nissayo ...	16	9	
Sasana vamsa katha	11	9	
Sasana patitthika	15	9	
Rasaratana vatthu	242	10	
Cula desana vatthu	102	9	
Voharabheda patho	16	9	
Nanavaddhanacinta			
Panha kathana			
Rasavaddhana			
Hitopadesa vatthu			
Hitasiddhi vatthu			
Zway zau kyaw thin ahpyay ...			
Vicita desana			
Dhamma desana lankara			
Dhamma mala			
Myeen moo lak houng			
Myeen moo lak thit			
Kappa vanna			
Kappa sara			
Obhasaguntau pwin			
Chapaccayavisodhani ganthi ...	68	10	
Kuladusakavinicchayo	316	9	
Sudhammacari hpyathtun	...	...	Printed.
IV. LAW BOOKS.			
Manureng Dhammathat	...	...	Published.
Manothara dhammathat			
Manutheeka dhammathat			
Manutheeka agyay			
Ko tzoungkhyoop dhammathat ...			
Atietra dhaminathat			
Vidhurameng hpyathtun			
Zalakadevihpyat htun			
Zaleemeng dhammathat			
Zalimeng hpyathtun			
Adasamukhameng hpyathtun ...			
Vinaya parajikan kyan	...	...	Extracts from the five Vinaya books.
Vinaya pacittiya kyan	...	...	
Vinaya culavaggakyan	...	...	
Vinaya mahavagga kyan	...	...	
Vinaya parivara kyan	...	...	
Dhammavellatha Manu agyin dhammathat			
Sheng Upalihpyathtun			
Dvattapoung menggyee dhammathat ...			
Dvattapoung menggyee hpyathtun ...			

List of Manuscripts referred to by the Professor of Pali, &c.—(continued.)

Names of Manuscripts	Number of palm leaves.	Lines to page.	Remarks.
Jalayagyay menghpyathtun ...			
Kakavannamenghpyathtun ...			
Mwunbhasamano sara dhammathat ...	...	...	A Talaing version of the Manoo-Thara-Shway Myeen Dhammathat.
Aloungtong thoo meng hpyathtun ...			
Nan-toung mya meng hpyathtun ...			
Manurengpyawlanka dhammathat ...			
Pasadadhammathat	...	...	(Talaing).
Mwunbhasamanu sara variyudhammathat			
Mano sara variyu dhammathat ...	...	...	A Burmese version from the preceding work. These last two books are probably only more ancient versions of the Manoo Thara Shway Myeen Dhammathat.
Zenghpyoomya sheng hpyathtun ...			
Sheng Kyawthoo hpyathtun ...			
Vinicchayattha Vibhavani dhammathat.			
Mahapanna kyaw hpyathtun ...			
Manu tharashwaymyeen dhammathat ...			
Maharajadhammathatgyee			
Manoraja-hpyathtun			
Dhammathat kwonkhya			
Dhammathat kyaw			
Dhammaveilatha dhammathat ...			
Hansavati pa menghpyathtun ...			
Manugyay dhammathat	...	...	Published in Burmese and English by Mr. Richardson.
Atulahpyathtun			
Darajja vitarani dhammathat ...			
Pyaukhyee hpyathtun			
(Lay zoungtway Dhammathat) ...			
Manu-sara shway myeenthit dhammathat	...	...	Only another version of Manoo-Sara Shway Myeen Dhammathat.
Manuwannana dhammathat ...			
Mohavacchedani dhammathat ...			
Vinicchayapakasanidhammathat ...			
Bala bodhana dhammathat (or Pyaukhyeethoo Dhammathat) ...			
Tzunta Manu dhammathat... ...			
Dhamma vinicchaya dhammathat ...			
Vinicchayapakasanilanka dhammathat.			
Sankhepa vinicchaya dhammathat ...			
Yezakyaw meng hpyat htun ...			
Manuvannana lanka dhammathat ...			
Thakkay kyin tzayahtau hpyat htun ...			
Pyaukhyee lanka dhammathat ...			
Pathama vivadavinicchaya dhammathat			
Nananaya pakinnaka vinicchaya dhammathat			
Tarahmeng gyee U Hmain hpyathtun...			
Nwim poung dhammathat			
Ato koukgyee dhammathat... ...			
Attasankhepa dhammathat ...			
Kiettie dhammathat			
V. HISTORICAL WORKS.			
Buddhavamsa			
Rajavamsa			
Mahavamsa	...	...	By Mahanama.
Culavamsa	151	10	By Mahanama.
Tupavamsa	46	9	
Dipavamsa	54	10	
Anagatavamsa	...	...	By the Singhalese priest Mahabodhi.
Bodhivamsa	...	...	By Subodha.
Dhatuvamsa	...	...	By Subodha.
A Pali commentary to the nine histories.	348	9	
Maharajavamsa	258	10	
Buddhavamsa (in prose)			
Kesa dhatuvamsa	148	8	
Dathadhatuvamsa			

List of Manuscripts referred to by the Professor of Pali, &c.—(continued.)

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Anagatavamsa atthakatha	...	...	By the Singhalese priest Mahabodhi.
Dipavamsa tika...			
Galudari hlayouk htun	...	...	(Buddhavamsa.)
Tavoy rajaveng	20	10	
Tweng-theng rajavenggyee ...			
Hman nanrajavenggyee			
Rajaveng khyoptat			
Udanadipani			
Tha-tone rajaveng			
Hansavati rajaveng			
Muttama rajaveng			
Pyin rajaveng			
Toung-ngoo rajaveng			
Bassein rajaveng			
Thanhlyin Dala rajaveng			
Yakhain (Arakan) rajawingyee ...	239	9	H. P. L.
Yakhain rajawingyee khyop ...			
History of the Schway-dagon Pagoda ...	...	...	Printed.
——— Schway-hmandau (Pegu) pagoda	...	...	Printed.
History of the Tvantay Schway Zandau pagoda	...	...	Printed.
——— Yakhain Maha-myat-muni pagoda			
——— Ukkalabha pagoda ...			
——— Bassein Schwaymoodho pagoda			
History of the Kyaiktee-yau pagoda ...			
——— ——— Toung-ngoo Myat-zoe-nee Moung pagoda			
Rajadirajayaipon			
Mahapanna kyaw			
Senangapyuha			
Schwaybhon needan			
Rajabhiseka kyam			
Hansavati thontzay hnit myoetee ...			
Rajovada			
Suraja maggadipani			
Dhammapadesa...			
Jinattha pakasani			
Sasana lankara			
Sasana vansa			
Sasana vansa dipani			
Sasana jota			
Sasana suddhi			
Acariya paveni			
V. BAIDENGTHONBHON. MEDICAL, ASTRONOMICAL AND ASTROLOGICAL WORKS, &c.			
Drapyagun kyam	...	...	(Sanskrit Dravyaguna).—"On the quality of medical substances. This work is perhaps identical with the Dravyaguna sangraha, (*See* Catalogue of Buddhist Literature, Royal Asiatic Society), which is, however, said to contain "various subjects connected with cookery and eating."
Drapyaguna pakasani			
Drapyaguna Nissayo			
Bhesaccamanjusa			
Dhanvantari	...	...	Dhanvantari.
Trigandhana			
Chanavuti			
Lakkhanadipa			
Lakkhana sara			
Dhatuvibhaga dipani			
Atthamukkha			
Catumukkha			
Adikappa	98	8	

List of Manuscripts referred to by the Professor of Pali, &c.—(continued).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Dvadarasi			
Dhatubheda			
Trisadhatu			
Mahanari			
Mahanari kwunkhya			
Dhatucinta			
Attha ap dhatu			
Dhatu sankhepa			
Dhatu paccaya			
Dhatu paccaya sankhepa			
Brahmavela			
Susuta	...	...	(Sucruta).
Jivaka hlayoukhtun			
Pancapada			
Nararasi			
Anga dipa			
Samasin koo liton			
Nemittaka			
Vijjamayiddhi (Kappalankara) ...			
Paya kyam			
Lokasarabhu			
Narasukhi			
Venaya sukhi			
Naratantsoung			
Narasami			
Nara kitti			
Osatharatanakara			
Osatharatanakara Nissayo... ...			
Dhatupyasamsa			
Dhatupyasamsa Nissayo			
Samudrikalakkhana	60	8	A translation from the Sanscrit Samudrika Lakhana and treats of marks and spots on the body, connected with good or bad fortune supposed to be indicated by them.
Baydenglakyoe			
Balatika			
Makaranda lakyoe	...	...	A translation from the Sanscrit astrological work Makarandavivarana.
Phasuti lakyoe called Buddhi ...			
Phasuti nakalapyay			
Phasuti Nissayo			
Raja mattam	...	...	
Brihic	...	..	A translation from the Sanscrit work "Brihajjataka (Astronomical and astrological work)."
Brihic Nissayo	...	...	By the Tzayah Moung toung of Amarapoora.
Brihat	...	...	Sanscrit Brihatparasari (Astronomical and astrological works).
Saradve			
Jotisuta			
Laghu graha	...	...	An astrological work, and probably identical with the Sanscrit Laghu-graha-manjari.
Laghu graha Nissayo	...	...	
Supina dhyaya			
Lakkhana kyam			
Lakkhana kyam Nissayo			
Phasuti kainsan			
Phasuti kainsan Nissayo			
Sara ratu kathana			
Sara kathana Nissayo			
Suriyasiddhanta	...	...	One of the Pancasiddhantika.
Suriya siddhanta Nissayo			
Sannittha lakyoe			
Schway napay			
Schway napan			
Naysara			
La sara			

List of Manuscripts referred to by the Professor of Pali, &c.—(continued.)

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Asati			
Lakyoe haw			
Sannitthalakyoe haw			
Grahacinta			
Attha saka			
Hitakari			
Kalidasavatthu	—		
Ittishattara			
Manishattara			
Akasa shattara			
Lilavati	...	...	A translation from the Sanscrit Lilavati; it is however, not a work on the Vaiseshika or Nyaya philosophy, but a medical treatise.
Saradaya			
Angavijja			
Angajin			
Kyouksin			
Devila (by U. Win)			
Nemittakavijja			
Ganavijja			
Sarasvadivya karuna Nissayo ...			
Rajamattam Nissayo			
Saradoe Nissayo			
Jotisujataka Nissayo			
Rajabhiseka Nissayo			
Sara Komudi nissayo			
Kamaratana Nissayo	...	...	Probably the Sanscrit mantrasastra work Kamaratna.
Tithtun	...	...	Dream book.
Talaing Literature.			
Troay Dhammapada	760	7	The Dhammapada atthakatha with Talaing Nissayo.
Sakek Dhammapada	380	7	The Dhammapada with Talaing Nissayo.
Temizat	41	6	Talaing.
Maleyadeva	...	...	Talaing.
Dasadhamma	24	6	On the ten paramittus (1777 A. S.)
Narada jataka	20	7	Talaing.
Jinavacana sutta	14	...	Talaing.
Sakek dukkanipata	28	7	Pali Talaing.
Mangala sutta panna tikkha ...	25	6	Pali Talaing.
Abhidhammagatha	51	6	Talaing.
Sakek tikkanipata	25	7	Pali Talaing.
Suvanna jataka...	15	7	Pali Talaing.
Terasannipata jataka	15	8	Pali Talaing.
Anussasane	22	8	Pali Talaing.
Kammavakya	18	6	Pali Talaing.
Pali Aik	12	6	Talaing.
Sakek vine	18	7	Talaing.
Kya Troay bhajetavon	12	7	Pali Talaing.
Bhuridhat jat	19	7	Pali Talaing.
Sana pat	16	6	Pali Talaing.
Maharajapali namkhan	12	7	Talaing.
Sakekvine chatthavaggo	25	7	Talaing.
Dandiet	23	7	Talaing.
Dipragun	15	6	215 years old.
Attha panna sam	12	7	Talaing.
Himavanna	20	7	Talaing.
Zanakkazat	18	7	Talaing.
Chandakumararzat	19	7	Pali Talaing.
Lieksabbadan	20	8	
Dasavaragatha			
Schway Dagon History	15	7	
Mula Muli			
Pariet gyee	14	6	
Suryasiddhanta...	16	6	
Liekmeghasanroung	30	7	
Dhatuveng			

List of Manuscripts referred to by the Professor of Pali, &c.—(concluded).

Names of Manuscripts.	Number of palm leaves.	Lines to page.	Remarks.
Muttama rajaveng	60	8	Talaing.
Pegu rajaveng			
Dhammasangani Nissayo	46	8	In complete.
Vuttodya			
Kacchayana sutras	360	8	Pali Talaing.
Kacchayanawannana			Pali Talaing.
Culavagga (Vinaya)	208	7	Pali.
Sadda jara jalini	224	8	Pali Talaing, two copies.
Akyata kappa	245	8	Pali Talaing.
Ekanipata	268	7	Pali.
Ekanipata to dvadasa nipata ...	560	8	Pali.
Bhuridhat jataka			Talaing.
Temi jataka			
Mahosatta jataka			
Nami jataka	...	...	The last six works contained in one volume of 874 palm leaves seven lines to the page.
Narada jataka			
Vidura jataka			
Vesantarajataka	312	7	Pali Talaing.

APPENDIX L.

LIST OF SCHOOL TEXT-BOOKS NOW IN USE WHICH HAVE BEEN APPROVED BY THE DEPARTMENTAL TEXT-BOOK COMMITTEE.

English.

English Classics—

Macaulay's Essays, Clive and Hastings.
Scott's Lay of the Last Minstrel.
Milton's Paradise Lost.

Readers—

Royal Readers, I. to VI. (Nelson's Series).
Oriental Readers, I. to VI.
Murby's Excelsior Readers.
Laurie's Technical Readers.
Chambers's Standard Readers.
Laurie's Primer.
Eastern Primers.
Chambers's Series of Standard Readers.
Chambers's Reading Sheets.
Collin's Series of Standard Readers.
Crossley's Comprehensive Class Book.
Christian Brothers' Series.
Do. Literary Class Book.
McCulloch's Series.
Christian Brothers' School Expositor.
Do. Introduction to above.
Hassel's Domestic Economy.

Grammar and Style, &c.—

Trench's English Past and Present.
Morrell's Grammar and Analysis.
Morris' English Grammar.
Hints on the Study of English (Rowe and Webb).
Trench on the Study of Words.
Bain's Higher English Grammar.
Bain's English Composition.
Hiley's English Grammar and Style.
Do. Abridged English Grammar.
Lennie's Grammar.
McLeod's Grammar.
Young Child's Grammar.
Cornwell's Young Composer.
Chambers's English Grammar.

Dictionaries, &c.—

Ogilvie's Student's Dictionary.
Judson's English and Burmese Dictionary.
Ditto ditto (Abridged).

Arithmetic—

Barnard Smith's Arithmetic.
Ditto ditto for Junior Students.
Colenso's Arithmetic (Large Edition).
Ditto (Abridged).
Chambers's Arithmetic.
D'Cruz's Arithmetic.
Hamblin Smith's Arithmetic.
Collin's Practical Arithmetic.
Barnard Smith's Shilling Arithmetic.
Cornwell and Fitch's Science of Arithmetic.
Christian Brothers' Series ditto.

Book-keeping—

D'Cruz's Book-keeping.

Mensuration—

Colenso's Mensuration.
Todhunter's Mensuration for Beginners.
Christian Brothers' Mensuration.
Gleig's Mensuration.
Nesbit's Mensuration.
Boucher's Plane and Solid Mensuration.

Algebra—

Todhunter's College Algebra.
Do. Algebra for Beginners.
Lund's Algebra.
Tate's Easy Algebra.
Colenso's Algebra.
Barnard Smith's Algebra.

Geometry—

Pott's Euclid.
Todhunter's Euclid.
Colenso's Euclid.
Collins' Euclid.
Penny Euclid.
Cassel's Euclid.

Trigonometry—

Hamblin Smith's Trigonometry.
Todhunter's Trigonometry.

Statics—

Hamblin Smith's Statics.

Mechanics—

Todhunter's Mechanics.

Geography—

Duncan's Geography of India.
Blanford's Physical Geography.
Geikie's Physical Geography.
Clarke's Geographical Reader and Companion to the Atlas.
Blochmann's Geography.
Chambers's Outlines of Geography.
Christian Brother's Geography.
C. S. B. S. First Geography.

Atlases—

Eastern Atlases.
Chamber's Atlases.
Philip's Atlases.
Collin's Series.

Physical Science—

The House I Live In.
Roscoe's Chemistry.
Huxley's Physiology.
Brewer's Guide to Science.
Sanitary Primer.
Child's Guide to Knowledge.
Cutler's Anatomy and Physiology.
Mrs. Swift's Natural Philosophy.
Baker's Circle of Knowledge.
Youman's Botany.
Balfour's Botany.

History and Biography—

Miss Edith Thompson's English History.
Lethbridge's English History.
Green's Short History of the English People.
Outlines of Indian History (Bombay).
Lethbridge's Indian History.

Morris' Indian History.
Ross's Manual of English History.
Little Arthur's History of England.
Grace's Outlines of General History.
Lingard's History of England.
Schmitz's English History.
Creighton's Life of Raleigh.

Latin—

Henry's First Latin Book.

BURMESE.

Burmese Classics—

Laukanidi.
Zeneka.
Dhammapada.
Thoodhammasari.
Mahauthata.
Hitopadesa.
Wethandya.
Nemi Zat.
Manu Woondana Dhammathat.
Maneeyatanabone.

Readers and Spelling Books—

Sandys' Readers.
Do. Æsop's Fables.
McKertich's Fables.
Pictorial Reader.
Thimbonegyee.
Thatpon in Thimbonegyee.

Grammar—

Judson's Grammatical Notes.
Grammatical Primer (Gray).
Ditto with Exercises (Gray).
Bennett's Vocabulary and Phrase Book.

Dictionaries—

Judson's Burmese and English Dictionary.
Do. English and Burmese do.

Arithmetic—

Stilson's Arithmetic.

Algebra—

Moung Hpo Moung's Algebra.

Geography—

Hough's Geography.
Judson's Astronomy and Geography.

Physical Science—

Mrs. Stilson's Natural Philosophy.
House I Live In.

PALI.

Pali—(*See* Burmese Classics).

Pali-text and Glossary (Education Department Series).
Gray's Pali Primer [Provisional].
Childer's Pali Dictionary.

B.—Education.

General Form No. 1.—*Return of Colleges, Schools, and Scholars for the official year 1879-80.*

Area and population of the province.					Colleges, schools, and scholars.	University education.	Secondary education.		Primary education.	Special or technical education.						Percentage of schools and scholars to population.			Remarks.
Number of districts.	Number of divisions.	Total area.	Cultivated area.	Total population.		Colleges.	High schools.	Middle schools.	Primary schools.	Schools of art.	Medical schools.	Engineering schools.	Normal schools.	Industrial schools.	Other schools.	High schools.	Middle schools.	Primary schools.	
1	2	3	4	5	6	7	8	9	10	11*a*	11*b*	11*c*	11*d*	11*e*	11*f*	12	13	14	15
					Institutions... For males ...	...	4	24	3,107	...	...	3	1	...	...	·00	·00	·1	
					For females ...	...	...	6	14	...	...	...	...	...	...	...	·00	·00	
		S. miles.	S. miles.																
19	3	87,220	4,978½	3,154,470	Total ...	...	4	30	3,121	...	...	3	1	...	...	·00	·00	·10	
					Scholars ... Males ...	...	51	1,087	78,047	...	...	82	41	...	...	·00	·03	2·47	
					Females ...	...	...	179	887	...	...	...	...	...	...	....	·01	·03	
					Total ...	...	51	1,266	78,934	...	...	82	41	...	...	·00	·04	2·50	

B.—Education.

General Form 2.—*Return of Colleges, Schools, and Scholars for the official year 1879-80.*

Class of institution.	Government institutions.							Aided institutions.							Unaided institutions under regular inspection.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning			Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning			Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
University Education.																		
Arts colleges—																		
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Education.																		
High and middle schools—																		
For boys ... English	14	413	375	310	413	288	407	14	725	697	642	552	108	665	...	...	...	...
For boys ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ girls .. English	...	...	...	...	...	...	...	6	179	175	164	161	...	51	...	...	...	...
„ girls .. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary education—																		
For boys ... English	24	1,352	1,256	994	1,118	777	1,292	13	1,849	1,825	1,541	1,657	69	1,940	...	...	...	...
For boys ... Vernacular	6	298	294	240	...	127	288	714	27,383	27,409	27,319	...	27,013	27,613	2,350	47,175	47,175	47,175
„ girls ... English	...	...	...	...	...	...	...	14	887	808	673	407	30	467	...	...	...	...
„ girls ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for special or technical training—																		
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering schools	3	52	76	49	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal schools for masters	1	41	27	21	10	41	41	...	...	...	...	...	...	...	...	...	...	...
Ditto for mistresses	...	...	...	...	...	...	...	...	...	—	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	48	2,176	2,027	1,614	1,541	1,233	2,028	761	31,023	30,914	30,339	2,777	27,220	30,956	2,350	47,175	47,175	47,175

B.—Education.

General Form 2.—*Return of Colleges, Schools, and Scholars for the official year 1879-80*—(concluded).

Class of institution	Unaided institutions under regular inspection—(concld.) Number of scholars on 31st March learning: English	A classical language	A vernacular language	Grand total of institution	Grand total of scholars on 31st March	Grand total of scholars on 31st March learning: English	A classical language	A vernacular language	Classification according to race of the scholars on 31st March: Europeans and Eurasians	Burmese	Karens	Chinese	Natives of India	Others	Remarks
1	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	29
University Education															
Arts colleges—															
English															
Oriental															
Colleges or departments of colleges for professional training—															
Law															
Medicine															
Engineering															
Secondary Education															Boys / Girls
High and middle schools—															
For boys: English				28	1,188	965	396	1,292	176	471	329	72	50	40	1,039 / 99
For boys: Vernacular															
„ girls: English				6	179	161		51	109	50	18	1	1		179
„ girls: Vernacular															
Primary education—															
For boys: English				37	3,201	2,775	846	3,232	365	1,[illegible]	500	312	330	121	2,983 / 218
For boys: Vernacular		47,175	47,175	3,070	74,846		74,315	75,076		74,310	315	9	12		71,222 / 3,524
„ girls: English				14	887	407	30	467	377	345	60	39	37	9	121 / 706
„ girls: Vernacular															
Schools for special or technical training—															
Schools of art															
Medical schools															
Engineering schools				3	82				2	54	25		1		The statistics of attendance were included in those given under the head of "High and middle schools."
Normal schools for masters				1	41	10	41	41		15	25			1	41
Ditto for mistresses															
Industrial schools															
Others															
Total		47,175	47,175	3,159	80,374	4,318	75,628	80,159	1,029	77,018	1,272	453	431	171	Boys 75,588; Girls 4,786

B.—

GENERAL FORM No. 3.—*Return of Expenditure on Educational*

CLASS OF INSTITUTION.	EXPENDI										
	Government institutions.							*Aided insti*			
	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.											
Arts colleges—											
English											
Oriental											
Colleges or departments of colleges for professional training—											
Law											
Medicine											
Engineering											
SECONDARY EDUCATION.											
High and middle schools—											
For boys ... { English	42,635	2,031	...	8,545	8,881	27	61,519	8,454	...	681	6,918
{ Vernacular ...											
„ girls ... { English	...	...	...	...	...	...	...	2,642	...	...	5,628
{ Vernacular ...											
PRIMARY EDUCATION.											
Primary schools—											
For boys ... { English	29,922	11,138	...	13,063	6,707	31	60,861	14,116	50	243	14,261
{ Vernacular ...	...	2,612	...	719	1,775	...	5,106	1,100	16,228	...	265
„ girls ... { English	...	...	...	...	...	...	...	7,422	...	1,000	11,874
{ Vernacular ...											
Schools for special or technical training—											
Schools of art											
Medical schools											
Engineering schools	4,161	...	...	173	...	...	4,334	...	...	...	...
Normal schools for masters ...	3,115	...	...	...	...	...	3,115	...	...	...	...
Normal schools for mistresses ...											
Industrial schools...											
Others											
Board of Examiners	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...	...	...	...	...
Scholarships ... { Colleges	...	...	...	...	...	...	...	...	...	...	...
{ Schools	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...
Endowments	...	...	...	...	...	...	...	...	...	...	...
Book department	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Pali literature	...	...	...	...	...	...	...	...	...	...	...
Total ...	79,233	15,781	...	22,500	17,363	58	1,34,935	33,734	16,278	1,924	38,946

EDUCATION.

Establishments for the official year 1879-80.

TURE.											AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL.				
tutions.			Unaided institutions under regular inspection.								Government institutions		Aided institutions.		Unaided institutions.
Municipal grants.	Other sources.	Total	Endowments	Fees	Other sources.	Total	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure	Percentage on total expenditure	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.
3e	3f	3	4a	4b	4c	4	5	6	7	8	9	10	11	12	13
Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs A P.	Rs A P	Rs. A P	Rs. A. P	Rs.
	17,386	31,489					61,401	33 557	94,958	23 16	198 4 10	170 12 9	52 1 4	13 2 8	
	4,200	12,476		...			2 642	9,834	12,476	3·04		.	76 1 2	16 1 9	
	24,307	52 977					61 933	51,005	1 13 638	27 76	61 8 8	48 0 11	34 6 1	9 8 1	
8,189	1,435	27,217					29,904	2 419	32 323	7 88	21 4 5	18 4 5	0 15 11	0 14 11	
	16,384	36,680					7,422	29,258	36,680	8·94			54 6 0	11 0 5	
	.	.					4,161	173	4,311	1 06	88 7 2	84 14 8			
							3,115		3,115	0 76	148 5 4	148 5 4			
				.			1,600		1,600	0 39					
	.						21,254		22,254	5 18					
.							35,355		35,355	8 62					
							1,740		1,740	0·43					
...															
.				.			3,060	.	3,060	0·69					
.				..			20,200	1,854	22,054	5 38					
..	..						18,045	.	18 045	4 40					
.							2,141		2,141	0 52					
							6,494		6 494	1 79					
8,189	53,718	1,62,789				.	2,81,067	1,29,000	4,10 067	100 00					

B.—Education.

GENERAL FORM No. 4.—*Return showing the result of prescribed Examinations during the official year 1879-80.*

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.			NUMBER OF EXAMINEES.				NUMBER PASSED.				PERCENTAGE OF PASSED SCHOLARS, OR TOTAL NUMBER ON ROLLS AT BEGINNING OF THE YEAR.	
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arts colleges—													
Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...
First Arts	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for professional training—													
Law: Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...
Law: Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...
Law: Licentiate of Law	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine: M. D.	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine: B. M.	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine: First B. M.	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine: L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine: First L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering: M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering: B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering: L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering: First L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools— Matriculation	...	...	1	...	1	7	...	...	7	7	...	...	7	46·67	...
Standard equivalent to matriculation: Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to matriculation: Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School examination: Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle School examination: Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary school examination: Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary school examination: Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary School examination: Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary School examination: Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

B.—

SUBSIDIARY FORM No. 2.—*Statistical return of High and Middle Schools (English and*

District.	Name or class of institutions	Number of institutions	Number of scholars on the rolls on 31st March: In High school.	In Middle school.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March: Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1		3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f.
	ENGLISH SCHOOLS												
RANGOON TOWN.	*Government*—												
	Government High School, Rangoon ...	2	20	101	121	109	83	17	71	2	18	12	1
	Aided—												
	A. B. M. Pegu High School, Kemmendine	1		12	12	12	11	...	...	12	..	...	.
	Diocesan Boys School, Rangoon ...	1	...	12	12	14	12	12	...	...	...	...	..
	S. P. G. St. John's College, do. ...	1	...	160	160	145	128	84	101	1	18	6	5
	R. C. M. St. Paul's Institution, Rangoon ...	1	.	152	152	152	140	70	37	...	24	9	12
	Total aided schools ..	4	...	336	336	323	286	116	138	13	37	15	17
	Unaided—												
	Nil												
	Total for the district ...	6	20	437	457	431	369	133	209	15	55	27	18
BASSEIN.	*Government*—												
	Government School, Bassein	1	...	46	46	48	42	8	31	1	2	2	7
	Aided—												
	A. B. M. Sgau Karen School, Bassein ...	2	8	46	54	67	64	...	...	54	...	...	...
	R. C. M. St. Peter's Institute, do. ...	1	...	16	16	15	15	7	2	5	2	...	.
	A. B. M. Pwo Karen School, do. ...	1	...	3	3	6	5	...	...	3	..	...	...
	Total aided schools ..	4	8	65	73	88	84	7	2	62	2	..	
	Unaided												
	Nil.												
	Total for the district ...	5	8	111	119	136	126	10	33	63	4	2	7
PROME.	*Government*—												
	Government School, Prome	1	...	22	22	23	20	...	20	...	1	1	...
	Aided—												
	Nil.												
	Unaided—												
	Nil.												
	Total for the district ...	1	...	22	22	23	20	..	20	...	1	1	...
MOULMEIN TOWN.	*Government*—												
	Government School, Moulmein ...	2	4	67	71	53	43	4	61	...	5	1	...
	Aided—												
	R. C. M. St. Patrick's School, Moulmein ...	1	...	40	40	48	30	21	15		3	1	...
	A. B. M. Sgau and Pwo Karen School, do. ...	1	...	111	111	104	104	...	...	111	...	...	...
	Total aided schools ...	2	...	151	151	152	143	21	15	111	3	1	
	Unaided—												
	Nil.												
	Total for the district	4	4	218	222	204	186	25	76	111	8	2	...

EDUCATION.

Vernacular) for Boys for the official year 1879-80.

NUMBER OF SCHOLARS ON 31ST MARCH LEARNING							EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
English.	Burmese.	Karen.	Tamil.	Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.	
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
														Rs. A. P.	Rs. A. P.			Boys. Girls.
121	118	...	...	94	3	...	19,396	...	...	3,766	...	25	23,187	279 5 4	233 10 11	7	...	121 ...
8	12	12	...	12	...	...	204	...	...	...	...	1,117	1,321	120 1 5	18 8 9	...	...	12 ...
12	...	...	...	...	...	...	1,950	...	...	1,411	...	...	3,361	280 1 4	162 8 0	...	...	12 ...
160	155	...	10	33	3	1	811	...	...	1,242	...	912	2,965	24 1 8	6 7 9	...	...	160 ...
152	138	...	...	...	...	...	580	...	...	2,880	...	...	3,460	24 11 5	4 2 3	...	...	152 ...
332	305	12	10	45	3	1	3,545	...	...	5,533	...	2,029	11,107	38 13 4	12 6 4	...	...	336 ...
453	423	12	10	139	6	1	22,941	...	...	9,299	...	2,054	34,294	92 1 5	62 2 9	7	...	457 ...
46	46	...	...	46	...	...	...	...	...	586	3,646	...	4,232	100 12 2	86 12 11*	...	...	46 ...
39	54	15	...	44	...	...	1,098	...	141	139	...	7,933	9,311	145 7 9	17 2 6	...	...	42 12
16	16	...	...	...	...	...	500	...	...	180	...	900	1,580	105 5 4	33 5 4	...	...	16 ...
3	3	3	...	...	...	...	222	...	...	—	...	358	580	116 0 0	44 6 5	...	...	2 1
58	73	18	...	44	...	...	1,820	...	141	319	...	9,191	11,471	136 8 11	21 10 8	...	...	60 13
104	119	18	...	90	...	...	1,820	...	141	905	3,646	9,191	15,703	124 10 0	43 6 1	...	...	... ... 106 13
22	22	...	...	22	...	...	....	...	...	292	3,457	...	3,749	187 7 2	172 13 7*	...	...	22 ...
22	22	...	...	22	...	...	...	...	...	292	3,457	...	3,749	187 7 2	172 13 7	...	...	22 ...
71	71	...	...	...	...	...	7,469	...	...	1,106	...	...	8,575	199 6 8	171 5 11	...	...	70 1
40	40	...	...	...	...	...	255	...	...	649	...	388	1,292	33 2 1	6 8 7	...	...	40 ...
63	113	96	...	...	...	...	960	...	...	...	...	1,702	2,662	25 9 6	9 3 6	...	...	63 48
103	151	96	...	...	...	...	1,215	...	...	649	...	2,090	3,954	27 10 5	8 7 11	...	...	103 48
174	222	96	...	...	...	...	8,684	...	...	1,755	...	2,090	12,529	67 5 9	46 11 0	...	...	173 49

* Cost to Municipality.

B.—Education.

Subsidiary Form No. 2.—*Statistical return of High and Middle Schools (English and Vernacular) for Boys for the official year 1879-80.*

District.	Name or class of institution.	Number of Institutions.	Number of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning			
			In High school.	In Middle school.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.
1.	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
Shway-gyin.	*Government*— Government School, Shway-gyin	1	...	12	12	8	6	3	7	1	...	1	—	12	12	...	...
	Aided } *Unaided* } *Nil.*																
	Total for the district ...	1	..	12	12	8	6	3	7	1	...	1	...	12	12	...	...
Toungoo ...	*Government*— Government School, Toungoo	1	...	15	15	11	9	...	10	...	...	2	3	15	15	...	...
	Aided— St. Luke's S. P. G. School, Toungoo...	1	...	15	15	16	12	1	4	2	1	3	4	15	15	...	...
	R. C. M. School, do.	1	...	8	8	10	9	...	1	2	2	3	2	8	8	...	...
	A. B. M Paku Karen School, do.	1	...	125	125	97	97	...	6	119	...	...	...	30	47	119	...
	A. B. M. Bghai Karen School, do.	1	...	17	17	11	11	...	...	17	...	...	...	6	14	17	...
	Total aided schools ...	4	...	165	165	134	129	1	10	139	3	6	6	59	84	136	...
	Unaided— *Nil.*																
	Total for the district ...	5	...	180	180	145	138	1	20	139	3	8	9	74	99	139	...
Tavoy ...	*Government*— Government School, Tavoy	1	...	18	18	16	14	3	10	...	1	4	...	18	18	...	...
	Aided } *Unaided* } *Nil.*																
	Total for the district ...	1	...	18	18	16	14	3	10	...	1	4	...	18	18	...	...
Mergui ...	*Government*— Government School, Mergui	1	...	6	6	10	9	...	6	...	...	...	...	6	6	...	...
	Aided } *Unaided* } *Nil.*																
	Total for the district ...	1	...	6	6	10	9	...	6	...	...	...	...	6	6	...	...
Akyab ...	*Government*— Government School, Akyab	2	19	64	83	75	64	...	78	...	...	5	...	83	80	...	...
	Aided } *Unaided* } *Nil.*																
	Total for the district ...	2	19	64	83	75	64	...	78	...	...	5	...	83	80	...	...
Kyouk-pyoo	*Government*— Government School, Kyouk-pyoo	1	...	12	12	13	11	...	12	...	...	...	...	12	12	...	...
	Aided } *Unaided* } *Nil.*																
	Total for the district ...	1	...	12	12	13	11	...	12	..	...	...	...	12	12	...	...

SUBSIDIARY FORM No. 2.—*Statistical return of High and Middle Schools (English and Vernacular) for Boys for the official year 1879-80*—(concluded).

DISTRICT.	NAME OR CLASS OF INSTITUTION.	Number of institutions.	NUMBER OF SCHOLARS ON 31st MARCH LEARNING—(*concld.*)			EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
			Pali.	Latin.	Other languages	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.	
1	2	3	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13	14
													Rs. A. P.	Rs. A. P.			Boys. Girls.
SHWAY-GYIN ...	*Government*— Government School, Shway-gyin	1	...	...	...	...	2,031	...	67	...	...	2,098	349 10 8	338 8 0	...	...	12 ...
	Aided } *Nil.*																
	Unaided }																
	Total for the district ...	1	...	...	...	...	2,031	...	67	...	...	2,098	349 10 8	338 8 0	...	...	12 ...
														To municipality.			
TOUNGOO ...	*Government*— Government School, Toungoo	1	...	...	...	...	...	...	103	1,778	...	1,881	209 0 0	197 8 11	...	...	15 ...
	Aided— St. Luke's S. P. G. School, Toungoo	1	15	...	...	400	...	...	288	...	997	1,685	140 6 8	33 5 4	...	...	15 ...
	R. C. M. School, do.	1	...	...	...	267	...	...	108	...	1,426	1,801	209 1 9	29 10 8	...	...	8 ...
	A. B. M. Paku Karen School, do.	1	...	...	...	1,000	...	540	21	...	879	2,440	25 2 6	10 4 11	...	...	92 33
	A. B. M. Bgai Karen School, do.	1	...	...	...	207	...	...	...	...	774	981	89 2 11	18 13 1	...	...	13 4
	Total aided schools ...	4	15	...	...	1,874	...	540	417	...	4,076	6,907	53 8 8	14 8 5	...	...	128 37
	Unaided— *Nil.*																
	Total for the district ...	5	15	...	...	1,874	...	540	520	1,778	4,076	8,788	63 10 11	26 7 5	...	...	143 37
TAVOY ...	*Government*— Government School, Tavoy	1	18	...	...	2,777	...	...	291	...	2	3,070	212 2 3	198 5 9	...	...	18 ...
	Aided } *Nil.*																
	Unaided }																
	Total for the district ...	1	18	...	...	2,777	...	...	291	...	2	3,070	212 2 3	198 5 9	...	...	18 ...
MERGUI ...	*Government*— Government School, Mergui	1	6	...	...	875	...	...	125	...	...	1,000	111 1 9	97 3 7	...	...	6 ...
	Aided— } *Nil.*																
	Unaided— }																
	Total for the district ...	1	6	...	...	875	...	...	125	...	...	1,000	111 1 9	97 3 7	...	...	6 ...
AKYAB ...	*Government*— Government School, Akyab	2	80	...	...	7,291	...	...	1,924	...	...	9,215	143 15 9	113 14 8	...	...	83 ...
	Aided— } *Nil.*																
	Unaided— }																
	Total for the district ...	2	80	...	...	7,291	...	...	1,924	...	...	9,215	143 15 9	113 14 8	...	...	83 ...
KYOUK-PYOO ...	*Government*— Government School, Kyouk-pyoo	1	12	...	...	1,667	...	...	154	...	...	1,821	165 8 9	151 8 9	...	...	12 ...
	Aided— } *Nil.*																
	Unaided— }																
	Total for the district ...	1	12	...	...	1,667	...	...	154	...	...	1,821	165 8 9	151 8 9	...	...	12 ...

B.—Education.

Subsidiary Form No. 2.—*Statistical return of High and Middle Schools (English and Vernacular) for Boys for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning			
			In High school.	In Middle school.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
Sandoway ...	*Government—*																
	Government School, Sandoway...	1	...	7	7	11	9	1	...	...	...	...	6	7	7	...	...
	Aided—																
	Nil.																
	Unaided—																
	Nil.																
	Total for the district ...	1	...	7	7	11	9	1	...	...	...	...	6	7	7	...	...
	Total Government schools ...	14	43	370	413	375	310	31	245	4	27	28	17	413	407	...	...
	Do. Aided schools	14	8	717	725	697	642	145	226	325	45	22	23	552	613	262	10
	Do. Unaided schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total English schools...	28	51	1,087	1,138	1,072	952	176	471	329	72	50	40	965	1,020	262	10
	Vernacular Schools—																
	Government—																
	Nil.																
	Aided—																
	Nil.																
	Unaided—																
	Nil.																
	Grand Total English and Vernacular schools ...	28	51	1,087	1,138	1,072	952	176	471	329	72	50	40	965	1,020	262	10

Subsidiary Form No. 2.—*Statistical returns of High and Middle Schools (English and Vernacular) for Boys, &c.*—(concluded).

District.	Name or class of institution.	Number of institutions.	Number of scholars on 31st March learning—(*concld*).			Expenditure.							Annual cost of educating each scholar.		Number passed.		Remarks.	
			Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.		
1	2	3	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13	14	
													Rs. A. P.	Rs. A. P.			Boys.	Girls.
Sandoway ...	*Government*—																	
	Government School, Sandoway ...	1	7	...	...	2,560	...	...	131	...	...	2,691	299 0 0	284 7 1	...	...	7	...
	Aided—																	
	Nil.																	
	Unaided—																	
	Nil.																	
	Total for the District ...	1	7	...	...	2,560	...	...	131	...	...	2,691	299 0 0	284 7 1	...	...	7	...
	Total, Government Schools ...	14	285	3	...	42,035	2,031	...	8,545	8,881	27	61,519	198 4 10	170 12 9	7	...	412	1
	Do., Aided Schools	14	104	3	1	8,454	...	681	6,918	...	17,386	33,439	52 1 4	13 2 8	...	...	627	98
	Do., Unaided Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
	Grand Total, English Schools ...	28	389	6	1	50,489	2,031	681	15,463	8,881	17,413	94,958	99 11 11	64 7 11	7	...	1,039	99
	Vernacular Schools—																	
	Government—																	
	Nil.																	
	Aided—																	
	Nil.																	
	Unaided—																	
	Nil.																	
	Grand Total, English and Vernacular Schools ...	28	389	6	1	50,489	2,031	681	15,463	8,881	17,413	94,958	99 11 11	64 7 11	7	...	1,039	99

B.—Education.

Subsidiary Form No. 3.—*Statistical return of Female High and Middle Schools (English and Vernacular) for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning			
			In High school.	In Middle school.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	English Schools.																
	Government—																
	Nil.																
	Aided—																
	R. C. M. St. Joseph's Convent, Rangoon ...	1	...	105	105	105	98	80	7	18	...	...	...	105	...	...	...
	Diocesan Girls' Schools, Rangoon... ...	1	...	6	6	5	4	6	...	...	...	...	...	6	...	...	...
Rangoon Town ...	A. B. M. Kemmendine Girls' School, Rangoon	1	...	28	28	25	24	...	27	...	...	1	...	19	28	...	...
	S. P. G. St. Mary's School, Rangoon ...	1	...	10	10	10	10	8	2	...	...	...	...	10	10	...	...
	Total aided schools ...	4	...	149	149	145	136	94	36	18	...	1	...	140	38	...	...
	Unaided—																
	Nil.																
	Total for the district ...	4	...	149	149	145	136	94	36	18	...	1	...	140	38	...	...
	Government—																
	Nil.																
	Aided—																
	A. B. M. Morton Lane's School, Moulmein ...	1	...	15	15	15	15	...	14	...	1	...	...	6	13	...	...
Moulmein Town ...	R. C. M. St. Joseph's Convent, do. ...	1	...	15	15	15	13	15	...	...	...	...	...	15	...	...	...
	Total aided schools ...	2	...	30	30	30	28	15	14	...	1	...	...	21	13	...	...
	Unaided—																
	Nil.																
	Total for the district ...	2	...	30	30	30	28	15	14	...	1	...	...	21	13	...	...
	Total Government schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Do. Aided do. ...	6	...	179	179	175	164	109	50	18	1	1	...	161	51	...	...
	Do. Unaided do. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total English schools ...	6	...	179	179	175	164	109	50	18	1	1	...	161	51	...	...
	Vernacular Schools.																
	Government }																
	Aided } *Nil.*																
	Unaided }																
	Grand Total English and Vernacular schools ...	6	...	179	179	175	164	109	50	18	1	1	...	161	51	...	...

Subsidiary Form No. 3.—*Statistical return of Female High and Middle Schools, &c.*—(concluded).

District.	Name or class of institution.	Number of institutions.	Number of scholars on 31st March learning—(*concld*).			Expenditure.							Annual cost of educating each scholar.		Number passed.		Remarks.
			Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.	
1	2	3	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13	14
	English Schools.																
	Government—																
	Nil.																Girls.
	Aided—																
	R. C. M. St. Joseph's Convent, Rangoon ...	1	...	...	...	800	..	...	3,800	...	...	4,600	47 0 8	8 2 7	...	...	105
	Diocesan Girls' School, Rangoon	1	...	...	...	500	...	...	1,076	...	407	1,983	495 12 0	125 0 0	...	...	6
Rangoon ...	A. B. M. Kemmendine Girls' School, Rangoon	1	...	...	...	357	...	...	...	...	1,320	1,677	69 14 0	14 14 0	...	...	28
	S. P. G. St. Mary's School, Rangoon ...	1	...	...	...	46	...	...	120	...	1,729	1,895	190 0 0	4 9 7	...	...	10
	Total aided schools ...	4	...	...	...	1,703	...	...	4,996	...	3,456	10,155	74 10 8	12 8 4	...	...	149
	Unaided—																
	Nil.																
	Total for the district ...	4	...	...	...	1,703	...	...	4,996	...	3,456	10,155	74 10 8	12 8 4	...	...	149
	Government—																
	Nil.																
	Aided—																
	A. B. M. Morton Lane's School, Moulmein ...	1	...	...	...	339	...	...	32	...	750	1,121	74 11 9	22 9 7	...	...	15
	R. C. M. St. Joseph's Convent, do. ...	1	...	...	...	600	...	...	600	...	...	1,200	92 4 11	46 2 6	...	...	15
Moulmein ...	Total aided schools ...	2	...	...	...	939	...	...	632	...	750	2,321	82 14 3	33 8 7	...	...	30
	Unaided—																
	Nil.																
	Total for the district ...	2	...	...	...	939	...	...	632	...	750	2,321	82 14 3	33 8 7	...	...	30
	Total Government schools.																
	Do. Aided schools	6	...	...	...	2,642	...	...	5,628	...	4,206	12,476	76 1 2	16 1 9	...	...	179
	Do. Unaided schools.																
	Grand Total English schools ...	6	...	...	...	2,642	...	...	5,628	...	4,206	12,476	76 1 2	16 1 9	...	...	179
	Vernacular Schools.																
	Government—																
	Aided— } *Nil.*																
	Unaided—																
	Grand Total English and Vernacular schools	6	...	...	...	2,642	...	...	5,628	...	4,206	12,476	76 1 2	16 1 9	...	...	179

B.—

SUBSIDIARY FORM No 4.—*Statistical Return of Primary Schools (English and*

DISTRICT	NAME OR CLASS OF INSTITUTION	Number of institutions.	NUMBER OF SCHOLARS ON THE ROLLS ON 31ST MARCH.			Average number on the rolls during the year	Average daily attendance.	CLASSIFICATION ACCORDING TO RACE OF THE SCHOLARS ON 31ST MARCH					
			In Upper division	In Lower division.	Total.			European and Eurasians.	Burmese.	Karens.	Chinese	Natives of India	Others
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS												
RANGOON TOWN AND HANTHAWADDY.	*Government*—												
	Government High School, Rangoon	1	119	140	252	205	196	11	126	3	63	44	3
	Ditto School, Pegu	1	15	14	29	18	13	1	24	..	4		
	Total Government schools	2	127	154	281	223	209	12	152	3	67	44	3
	Aided—												
	A B M Pegu High School, Kemmendine	1	99	66	165	115	81		1	123	..	1	
	R C M St Paul's Institution	1	105	133	238	256	224	81	68		33	15	41
	S P G St John's College ...	1	188	215	403	308	335	55	192	5	80	49	22
	Lutheran Mission School for Tamils ..	1	9	30	39	38	31					39	..
	Diocesan Boys' School, Rangoon ..	1	13	20	33	25	21	33					
	Eurasian Home, ditto	1		38	38	36	35	38					
	Total aided schools ..	6	353	522	876	808	727	207	261	128	113	104	63
	Unaided-												
	Total for the district	8	481	676	1,157	1,151	936	219	413	131	180	148	66
THÖNE-GWA.	*Government*—												
	Government School, Yau-doon	1	17	21	38	35	21		36			2	
	Ditto School, Pau-ta-naw	1	10	64	74	61	41		72	1	1		
	Total Government schools .	2	27	85	112	96	62		108	1	1	2	
	Aided—												
	Nil												
	Unaided—												
	Nil.												
	Total for the district .	2	27	85	112	96	62	..	108	1	1	2	
BASSEIN	*Government*—												
	Government School Bassein .	1	70	31	101	93	83	5	61	12	8	13	2
	Ditto Nga-thaing-gyoung ..	1	13	28	41	33	30		33	2	.	6	
	Total Government schools	2	83	59	142	126	113	5	94	14	8	19	2
	Aided—												
	A B M Pwo Karen School, Bassein	1	7	10	17	23	19	..	..	17	..	..	..
	R C M St Peter's Institute, ditto	1	18	37	55	57	46	8	21	12	9	5	
	A B M Sgau karen School, ditto ..	1	57	75	132	115	111	4	.	128	.		.
	Total aided schools .	3	82	122	204	195	176	12	21	157	9	5	.
	Unaided—												
	Nil												
	Total for the district .	5	165	181	346	321	289	17	115	171	17	24	2
HENZADA.	*Government*—												
	Government school Myau-oung .	1	19	65	84	47	38		74	.	1	9	
	Aided—												
	S P G St Peter's School Henzada	1	25	48	73	76	65	3	42	3	13	8	5
	Unaided—												
	Nil												
	Total for the district .	2	44	113	157	123	103	3	116	3	13	17	5

EDUCATION.

Vernacular) for Boys for the official year 1879-80.

NUMBER OF SCHOLARS ON 31ST MARCH LEARNING							EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
English.	Burmese.	Karen.	Tamil.	Pali.	Latin.	Other languages.	Grants from provincial revenue.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.	
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
														Rs. A. P.	Rs. A. P.			Boys. Girls.
252	252	...	...	158	...	...	14,069	...	...	4,074	...	25	18,168	92 11 1	71 12 6	...	...	252 ...
20	9	...	...	...	...	...	...	892	...	116	...	...	1,008	77 8 7	68 9 10	...	...	26 3
272	261	...	...	158	...	..	14,069	892	...	4,190	...	25	19,176	91 12 6	71 9 4	...	...	278 3
110	125	125	...	23	...	..	1,496	...	...	...	...	6,377	7,873	97 3 2	18 7 6	...	...	92 33
238	100	...	...	...	...	..	1,420	...	...	3,000	...	...	4,420	19 11 3	6 5 5	...	...	238 ...
403	350	...	50	...	...	..	2,189	...	...	2,485	...	888	5,562	16 9 7	6 8 6	...	...	403 ...
39	15	...	34	...	...	5	175	...	...	288	...	189	652	21 0 6	5 1 4	...	...	39 ...
33	...	...	...	...	...	..	975	...	..	1,080	...	331	2,386	113 9 11	46 6 10	...	...	33 ...
38	24	...	...	...	...	..	300	...	...	412	...	1,023	1,735	49 9 2	8 9 2	...	...	19 19
861	614	125	84	23	...	5	6,555	...	...	7,265	...	8,808	22,628	31 2 0	9 0 3	...	...	824 52
1,133	875	125	84	181	...	5	20,624	892	...	11,455	...	8,833	41,804	44 10 7	22 15 8	...	...	1,102 55
17	38	...	...	...	...	..	...	939	...	201	...	...	1,140	54 4 7	44 11 5	...	...	32 6
28	74	...	...	50	...	..	...	1,162	...	292	..	...	1,454	35 7 5	28 5 6	...	...	58 16
45	112	...	...	50	...	..	...	2,101	...	493	...	...	2,594	41 13 5	33 14 2	...	...	90 22
45	112	...	...	50	...	..	...	2,101	...	493	...	...	2,594	41 13 5	33 14 2	...	...	90 22
101	101	...	...	101	...	...	...	...	...	1,070	1,873	...	2,943	35 7 4	*22 9 1	...	...	101 ...
13	41	...	...	34	...	...	...	786	...	172	...	...	958	31 14 11	26 3 2	..	..	31 10
114	142	...	...	135	...	...	...	786	...	1,242	1,873	...	3,901	34 8 4	23 8 6	..	...	132 10
12	17	17	...	...	...	...	778	...	...	...	...	1,075	1,853	97 8 6	40 15 2	...	...	11 6
55	55	...	...	...	..	...	500	...	...	660	...	500	1,660	36 1 2	10 13 11	...	...	55 ...
91	132	41	...	...	..	...	1,902	...	243	240	...	4,039	6,424	57 13 11	17 2 2	...	...	95 37
158	204	58	...	...	..	...	3,180	...	243	900	...	5,614	9,937	56 7 4	18 1 1	...	...	161 43
272	346	58	...	135	..	...	3,180	786	243	2,142	1,873	5,614	13,838	47 14 2	20 3 3	...	...	293 53
42	84	...	...	75	..	...	...	1,520	....	299	...	...	1,819	47 13 11	40 0 0	...	...	69 15
73	73	...	...	...	..	...	400	....	...	720	...	...	1,120	17 3 3	6 2 6	...	...	73 ...
115	157	...	...	75	..	...	400	1,520	...	1,019	..	...	2,939	28 8 7	18 10 3	...	...	142 15

* To municipality.

B.—

Subsidiary Form No. 4.—*Statistical Return of Primary Schools (English and*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on the 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.					
			In Upper division.	In Lower division.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4a	4d	4	5	6	7a	7b	7c	7d	7e	7f
Thaerawaddy.	*Government—* Nil.												
	Aided— A. B. M. School, Zee-gone (Revd. George's)	1	25	...	25	20	12	...	25	...	...	...	...
	Unaided— Nil.												
	Total for the district ...	1	25	...	25	20	12	...	25	...	...	...	...
Prome.	*Government—* Government School, Prome	1	28	44	72	65	58	...	67	...	3	2	...
	Ditto, Shway-doung	1	9	21	30	27	25	...	29	...	...	...	1
	Ditto, Poung-deh	1	17	5	22	20	17	...	22	...	...	...	...
	Total, Government schools ...	3	54	70	124	112	100	...	118	...	3	2	1
	Aided— Nil.												
	Unaided— Nil.												
	Total for the district ...	3	54	70	124	112	100	...	118	...	3	2	1
Tha-yet-myo.	*Government—* Nil.												
	Aided— S. P. G. St. Andrew's School, Tha-yet-myo...	1	28	50	78	73	68	3	43	...	15	15	2
	Unaided— Nil.												
	Total for the district ...	1	28	50	78	73	68	3	43	...	15	15	2
Moulmein Town and Amherst.	*Government—* Government School, Moulmein	1	44	53	97	115	91	2	73	...	13	9	...
	Ditto, Choung-zone	1	6	25	31	35	31	...	26	...	3	2	...
	Total, Government schools ...	2	50	78	128	150	122	2	99	...	16	11	...
	Aided— R. C. M. St. Patrick's School, Moulmein ...	1	97	167	264	257	191	89	110	...	29	42	...
	Unaided— Nil.												
	Total for the district ...	3	147	245	392	407	313	91	209	...	39	53	...
Shway-gyin.	*Government—* Government School, Shway-gyin	1	25	22	47	42	34	15	22	...	5	5	...
	Aided— Nil.												
	Unaided— Nil.												
	Total for the district ...	1	25	22	47	42	34	15	22	...	5	5	...

EDUCATION.

Vernacular) for Boys for the official year 1879-80.

NUMBER OF SCHOLARS ON 31ST MARCH LEARNING							EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
English.	Burmese.	Karen.	Tamil.	Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.	
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
														Rs. A. P.	Rs. A. P.			Boys. Girls.
10	25	...	...	...	...	...	50	50	...	78	...	276	454	37 13 4	8 5 4	...	...	25 ...
10	25	...	...	...	...	..	50	50	...	78	...	276	454	37 13 4	8 5 4	...	...	25 ...
72	72	...	...	28	...	...	...	...	...	688	1,918	...	2,606	44 14 11	33 1 1*	...	...	72 ...
17	30	...	...	20	...	...	..	810	...	133	...	...	943	37 11 6	32 6 5	...	...	30 ...
12	10	...	...	...	...	...	...	1,231	...	111	...	...	1,342	78 15 1	72 6 7	...	...	22 ...
101	112	...	...	48	...	...	...	2,041	...	932	1,918	...	4,891	48 14 7	39 9 5	...	...	124 ...
101	112	...	...	48	...	...	...	2,041	...	932	1,918	...	4,891	48 14 7	39 9 5	...	...	124 ...
78	68	...	...	20	...	...	200	...	...	486	...	820	1,506	22 2 4	2 15 1	...	...	78 ...
78	68	...	...	20	...	...	200	...	...	486	...	820	1,506	22 2 4	2 15 1	...	...	78 ...
97	97	...	..	...	...	...	3,797	...	...	1,368	...	...	5,165	56 12 2	41 11 7	...	...	96 1
18	13	...	...	...	...	...	...	814	...	176	...	...	990	31 14 11	26 4 2	...	...	19 12
115	110	...	...	...	...	...	3,797	814	...	1,544	...	...	6,155	50 7 3	37 12 9	...	...	115 13
264	264	...	...	...	...	...	1,245	...	...	3,420	...	875	5,540	29 0 1	6 8 3	...	...	264 ...
379	374	...	...	...	...	...	5,042	814	...	4,964	...	875	11,695	37 5 10	18 11 4	...	...	379 13
47	47	...	...	...	...	...	..	2,486	...	284	...	...	2,770	81 7 6	73 1 11	...	...	41 6
47	47	...	...	...	...	...	...	2,486	...	284	...	...	2,770	81 7 6	73 1 11	...	...	41 6

* Cost to municipality.

B.—Education.

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80.*

District	Name or class of institution	Number of Institutions.	Number of Scholars on the Rolls on the 31st March			Average number on the rolls during the year	Average daily attendance	Classification according to race of the Scholars on 31st March							Number of Scholars on 31st March learning			
			In Upper division	In Lower division	Total			Europeans and Eurasians	Burmese	Karens	Chinese	Natives of India	Others		English	Burmese.	Karen	Tamil
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f		8a	8b	8c	8d
Toungoo	*Government*— Government School, Toungoo	1	24	26	50	31	27		39	1	4	15	1		50	50		
	Aided— A. B. M. Bghai Karen School Toungoo	1	20	41	61	42	42			61					11	29	61	
	S. P. G. Luke's School, Toungoo	1	26	91	117	115	96	6	46	21	12	16	16		117	117		
	Roman Catholic School, Toungoo	1	8	81	89	104	72	3	93	49	2	11	1		2	89		
	Total aided schools	3	54	213	267	261	230	9	89	131	14	27	17		130	235	61	
	Unaided— Nil. Total for the district	4	78	239	317	292	257	9	98	152	18	42	18		230	285	61	
Tavoy	*Government*— Government School, Tavoy	1	33	23	56	51	45	6	32		8	10			56	56		
	Aided— A. B. M. Karen School, Tavoy	1	8	54	62	75	72	..		62					33	62	62	
	Unaided— Nil. Total for the district	2	41	77	118	136	117	6	32	62	8	10			89	118	62	
Mergui	*Government*— Government School, Mergui	1	16	34	50	43	39		40		10				45	50		
	Aided— Nil																	
	Unaided— Nil.																	
	Total for the district	1	16	34	50	43	39		40		10				45	50		
Akyab	*Government*— Government School, Akyab	1	64	67	131	128	115		124		3	4			131	131	..	..
	Ditto, Myo-houng	1	10		10	20	14		10						10	10	..	..
	Aided— } *Unaided*— } Nil.																	
	Total for the district	2	74	67	141	148	129		134		3	4			141	141	..	..
Kyouk-pyoo	*Government*— Government School, Kyouk-pyoo	1	17	46	63	44	34	2	54			7			63	63	..	..
	Aided— } *Unaided*— } Nil.																	
	Total for the district	1	17	46	63	44	34	2	54			7			63	63	..	

B.—Education.

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80*—(concluded).

District.	Name or class of institution.	Number of institutions.	Number of scholars on 31st March learning—(*concld*).			Expenditure.							Annual cost of educating each scholar.		Number passed.		Remarks.
			Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local Rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary school examination.	Lower Primary school examination.	
1	2	3	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13	14
													Rs. A. P.	Rs. A. P.			Boys. Girls.
Toungoo ...	*Government*— Government School, Toungoo	1	...	...	...	...	...	...	232	2,916	...	3,148	116 9 6	108 0 0	...	...	60 ...
	Aided— A. B. M. Bghai Karen School, Toungoo ...	1	...	...	...	793	...	...	...	...	3,422	4,215	100 5 9	18 14 1	...	...	39 22
	S. P. G. St. Luke's School, do. ...	1	26	...	...	560	...	...	796	...	1,000	2,356	24 8 8	5 13 4	...	...	117 ...
	Roman Catholic School, do. ...	1	...	...	...	533	...	...	596	...	492	1,621	17 9 11	5 12 8	...	...	89 ...
	Total aided schools ...	3	26	...	...	1,886	...	...	1,392	...	4,914	81,92	35 9 11	8 3 2	...	...	245 22
	Unaided— *Nil.* Total for the district ...	4	26	...	...	1,886	...	...	1,624	2,916	4,914	11,340	44 1 11	18 10 11	...	...	295 22
Tavoy ...	*Government*— Government School, Tavoy	1	46	...	...	1,915	...	..	608	...	6	2,529	56 3 2	42 8 11	...	...	56 ...
	Aided— A. B. M. Karen School, Tavoy	1	...	...	...	600	...	...	...	...	3,000	3,600	50 0 0	8 5 4	...	...	37 25
	Unaided— *Nil.* Total for the district ...	2	46	...	...	2,515	...	...	608	...	3,006	6,129	52 6 2	21 7 11	...	...	93 25
Mergui ...	*Government*— Government School, Mergui	1	45	...	...	2,781	...	...	345	...	...	3,126	80 2 6	71 4 11	...	...	50 ...
	Aided— *Nil.*																
	Unaided— *Nil.*																
	Total for the district ...	1	45	...	...	2,781	...	...	345	...	...	3,126	80 2 6	71 4 11	...	...	50 ...
Akyab ...	*Government*— Government School, Akyab	1	131	...	...	2,455	...	...	2,067	...	...	4,522	39 5 2	21 5 7	...	...	131 ...
	Ditto, Myo-houng	1	10	...	...	...	498	...	...	...	...	498	35 9 10	35 9 10	...	...	10 ...
	Aided— } *Nil.* *Unaided*— }																
	Total for the district ...	2	141	...	...	2,455	498	...	2,067	...	...	5,020	38 14 8	22 14 3	...	...	141 ...
Kyouk-pyoo...	*Government*— Government School, Kyouk-pyoo ...	1	15	...	...	3,111	...	...	436	...	...	3,547	104 5 2	91 8 0	...	...	63 ...
	Aided— } *Nil.* *Unaided*— }																
	Total for the district ...	1	15	...	...	3,111	...	...	436	...	...	3,547	104 5 2	91 8 0	...	...	63 ...

B.—Education.

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on 31st March			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning			
			In Upper division.	In Lower division.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
Sandoway ...	*Government—*																
	Government School, Sandoway	1	29	45	74	83	42	...	46	...	...	1	27	27	64	...	...
	Aided—																
	Nil.																
	Unaided—																
	Nil.																
	Total for the district ...	1	29	45	74	83	42	...	46	...	...	1	27	27	64	...	...
	Total Government schools	24	578	774	1,352	1,256	994	42	1,002	19	126	144	34	1,118	1,292	...	...
	Do. aided schools	13	673	1,176	1,849	1,825	1,541	323	571	481	186	186	87	1,657	1,545	306	84
	Do. unaided schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total English schools ...	37	1,251	1,950	3,201	3,081	2,535	365	1,573	500	312	330	121	2,775	2,837	306	84
	Vernacular Schools.																
Hanthawaddy and Rangoon Town ...	*Government—*																
	Nil.																
	Aided—																
	Indigenous schools aided during the year	133	...	5,464	5,464	5,464	5,464	...	5,464	...	...	...	...	...	5,464	...	...
	Unaided—																
	Indigenous schools inspected only	709	...	12,446	12,446	12,446	12,446	...	12,446	...	...	...	...	...	12,446	...	...
	Total for the district ...	842	...	17,910	17,910	17,910	17,910	...	17,910	...	...	...	...	...	17,910	...	...
Thone-gwa ...	*Government—*																
	Nil.																
	Aided—																
	Indigenous schools aided during the year	42	...	1,779	1,779	1,779	1,779	...	1,779	...	...	...	...	...	1,779	...	...
	Unaided—																
	Indigenous schools inspected only	224	...	5,144	5,144	5,144	5,144	...	5,144	...	...	...	...	...	5,144	...	...
	Total for the district ...	266	...	6,923	6,923	6,923	6,923	...	6,923	...	...	...	...	...	6,923	...	...
Bassein ...	*Government—*																
	Nil.																
	Aided—																
	Indigenous schools aided during the year	81	...	2,463	2,463	2,463	2,463	...	2,463	...	...	...	...	...	2,463	...	...
	Unaided—																
	Indigenous schools inspected only	232	...	4,760	4,760	4,760	4,760	...	4,760	...	...	...	...	...	4,760	...	...
	Total for the district ...	313	...	7,223	7,223	7,223	7,223	...	7,223	...	...	...	...	...	7,223	...	...

SUBSIDIARY FORM No. 4.—*Statistical returns of Primary Schools (English and Vernacular) for Boys, &c.*—(concluded).

DISTRICT.	NAME OR CLASS OF INSTITUTION.	Number of institutions.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING—(concld.)			EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
			Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.	
1	2	3	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
													Rs. A. P.	Rs. A. P.			Boys. Girls.
SANDOWAY ...	*Government*— Government School, Sandoway	1	64	...	...	1,794	...	...	391	...	...	2,185	52 0 5	42 11 5	...	...	67 7
	Aided— *Nil.*														...	...	
	Unaided— *Nil.*																
	Total for the district ...	1	64	...	...	1,794	...	...	391	...	...	2185	52 0 5	42 11 5	...	...	67 7
	Total Government schools	24	777	...	...	29,922	11,138	...	13,063	6,707	31	60,861	61 3 8	48 0 11	...	...	1,276 76
	Do. aided schools	13	69	...	5	14,116	50	243	14,261	...	24,307	52,977	34 6 1	9 3 1	...	...	1,707 142
	Do. unaided schools	...	...	...	...	...	...	...	...	...	...	...	.....	.....	...	...	... ...
	GRAND TOTAL ENGLISH SCHOOLS ...	37	846	...	5	44,038	11,188	243	27,324	6,707	24,338	113,838	44 14 6	24 6 11	...	...	2,983 218
	VERNACULAR SCHOOLS.																
HANTHAWADDY AND RANGOON TOWN ...	*Government*— *Nil.*																
	Aided— Indigenous schools aided during the year ...	133	5,464	...	...	...	2,687	...	...	3,653	...	6,340	1 2 7	1 2 7	...	...	5,006 458
	Unaided— Indigenous schools inspected only	709	12,446	...	...	...	...	...	...	...	...	...	.....	.....	...	...	12,162 284
	Total for the district ...	842	17,910	...	...	...	2,687	...	...	3,653	...	6,340	0 5 8	0 5 8	...	...	17,168 742
THONE-GWA ...	*Government*— *Nil.*																
	Aided— Indigenous schools aided during the year ...	42	1,779	...	...	...	1,403	...	...	...	...	1,403	0 12 7	0 12 7	...	...	1,562 217
	Unaided— Indigenous schools inspected only	224	5,144	...	...	...	...	...	...	...	...	...	.....	.....	...	...	5,113 31
	Total for the district ...	266	6,923	...	...	...	1,403	...	...	...	...	1,403	0 3 3	0 3 3	...	...	6,675 248
BASSEIN ...	*Government*— *Nil.*																
	Aided— Indigenous schools aided during the year ...	81	2,463	...	...	...	1,044	...	...	684	...	1,728	0 11 3	0 11 3	...	...	2,361 102
	Unaided— Indigenous schools inspected only	232	4,760	...	...	...	...	...	...	...	...	...	.....	.....	...	...	4,672 88
	Total for the district ...	313	7,223	...	...	...	1,044	...	...	684	...	1,728	0 3 9	0 3 9	...	...	7,033 190

B.—Education.

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on the 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning			
			In Upper division.	In Lower division.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
Henzada	*Government*—																
	Government School, Henzada	1	24	54	78	68	70	...	78	...	...	...	...	...	78	...	...
	Aided—																
	A. B. M. Karen Schools (Mrs. Thomas')	14	190	125	315	322	274	...	...	315	...	...	...	...	220	315	...
	Indigenous schools aided during the year	32	...	1,550	1,550	1,550	1,550	...	1,550	...	...	...	...	...	1,550	...	...
	Total aided schools	46	190	1,675	1,865	1,872	1,824	...	1,550	315	...	...	...	...	1,780	315	...
	Unaided—																
	Indigenous schools inspected only	104	...	1,653	1,653	1,653	1,653	...	1,653	...	...	...	...	...	1,653	...	...
	Total for the district	151	214	3,382	3,596	3,593	3,547	...	3,281	315	...	...	...	...	3,511	315	...
Tharrawaddy	*Government*—																
	Government School, Thone-zeh	1	...	26	26	20	18	...	25	...	...	1	...	...	26	...	...
	Aided—																
	A. B. M. Schools, Konit-ywa and Gyo-bin-gouk (Revd. George's)	2	55	...	55	74	32	...	55	...	...	...	...	...	55	...	...
	Indigenous schools aided during the year	20	...	848	848	848	848	...	848	...	...	...	...	...	848	...	...
	Total aided schools	22	55	848	903	922	880	...	903	...	...	...	...	...	903	...	...
	Unaided—																
	Indigenous schools inspected only	56	...	874	874	874	874	...	874	...	...	...	...	...	874	...	...
	Total for the district	79	55	1,748	1,803	1,816	1,772	...	1,802	...	...	1	...	...	1,803	...	...
Prome	*Government*—																
	Government School, Pa-doung	1	...	52	52	*52	52	...	46	...	...	6	...	...	52	...	...
	Aided—																
	Indigenous schools aided during the year	118	...	4,478	4,478	4,478	4,478	...	4,478	...	...	...	...	...	4,478	...	...
	Unaided—																
	Indigenous schools inspected only	153	...	3,641	3,641	3,641	3,641	...	3,641	...	...	...	...	...	3,641	...	...
	Total for the district	272	...	8,171	8,171	8,171	8,171	...	8,165	...	...	6	...	...	8,171	...	...
Tha-yet-myo	*Government*—																
	Government School, Ywa-toung	1	8	15	23	18	16	...	23	...	...	...	...	...	23	...	...
	Aided—																
	Indigenous schools aided during the year	48	...	1,550	1,550	1,550	1,550	...	1,550	...	...	...	...	...	1,550	...	...
	Unaided—																
	Indigenous schools inspected only	72	...	1,782	1,782	1,782	1,782	...	1,782	...	...	...	...	...	1,782	...	...
	Total for the district	121	8	3,347	3,355	3,350	3,348	...	3,355	...	...	...	...	...	3,355	...	...

* For two months of the year.

SUBSIDIARY FORM NO. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys, &c.*—(concluded).

DISTRICT.	NAME OR CLASS OF INSTITUTION.	Number of institutions.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING—(*concld.*)			EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
			Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.	
1	2	3	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13	14
													Rs. A. P.	Rs. A. P.			Boys. Girls.
HENZADA	*Government*— Government School, Henzada	1	24	...	...	...	...	...	259	1,775	...	2,034	29 0 11	25 5 8*	...	...	53 25
	Aided— A. B. M. Karen Schools (Mr. Thomas')	14	...	...	...	1,000	...	...	...	...	955	1,955	7 2 2	3 10 5	...	...	190 125
	Indigenous schools aided during the year	32	1,550	...	...	...	677	...	...	993	...	1,670	1 1 3	1 1 3	...	...	1,431 119
	Total aided schools	46	1,550	...	...	1,000	677	...	...	993	955	3,625	1 15 10	1 7 5	...	...	1,621 244
	Unaided— Indigenous schools inspected only	104	1,653	...	...	...	...	...	...	...	...	...	...	...	...	...	1,568 85
	Total for the district	151	3,227	...	...	1,000	677	...	259	2,768	955	5,659	1 9 6	1 4 1	...	...	3,242 364
THARRAWADDY	*Government*— Government School, Thone-zeh	1	...	...	...	...	376	...	...	...	...	376	20 14 3	20 14 3	...	...	23 3
	Aided— A. B. M. Schools, Konit-ywa and Gyo-bin-gouk (Revd. George's)	2	...	...	...	100	100	...	265	...	480	945	29 8 6	6 4 0	...	...	55 ...
	Indigenous schools aided during the year	20	848	...	...	...	1,808	...	...	...	...	1,808	2 2 1	2 2 1	...	...	796 52
	Total aided schools	22	848	...	...	100	1,908	...	265	...	480	2,753	3 2 1	2 4 6	...	...	851 52
	Unaided— Indigenous schools inspected only	56	874	...	...	...	...	...	...	...	...	...	...	...	...	...	802 72
	Total for the district	79	1,722	...	...	100	2,284	...	265	...	480	3,129	1 12 3	1 5 6	...	...	1,678 127
PROME	*Government*— Government School, Pa-doung	1	20	...	...	...	154	...	6	...	...	160	3 1 3	2 15 5	...	...	44 8
	Aided— Indigenous schools aided during the year	118	4,478	...	...	...	1,088	...	...	905	...	1,993	0 7 2	0 7 2	...	...	4,225 253
	Unaided— Indigenous schools inspected only	153	3,641	...	...	...	...	...	...	...	...	...	...	...	...	...	3,631 10
	Total for the district	272	8,139	...	...	...	1,242	...	6	905	...	2,153	0 4 3	0 4 2	...	...	7,900 271
THA-YET-MYO	*Government*— Government School, Ywa-toung	1	23	...	...	...	391	...	36	...	...	427	26 11 0	24 7 0	...	...	23 ...
	Aided— Indigenous schools aided during the year	48	1,550	...	...	...	472	...	...	...	...	472	0 4 10	0 4 10	...	...	1,449 101
	Unaided— Indigenous schools inspected only	72	1,782	...	...	...	...	...	...	...	...	...	...	...	...	...	1,776 6
	Total for the district	121	3,355	...	...	...	863	...	36	...	...	899	0 44	0 4 2	...	...	3,248 107

* Cost to municipality.

B.—Education.

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning			
			In Upper division.	In Lower division.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
Amherst and Moulmein Town ...	*Government*—																
	Government School, Tha-tone	1	2	47	49	69	44	...	49	...	...	...	...	...	49	...	...
	Ditto ditto, Amherst	1	25	35	60	67	49	...	46	...	9	5	...	...	60	...	...
	Total Government schools ...	2	27	82	109	136	84	...	95	...	9	5	...	...	109	...	...
	Aided—																
	Indigenous schools aided during the year ...	104	...	3,495	3,495	3,495	3,495	...	3,495	...	...	...	...	...	3,495	...	...
	Unaided—																
	Indigenous schools inspected only ...	223	...	3,870	3,870	3,870	3,870	...	3,870	...	...	...	...	...	3,870	...	...
	Total for the district ...	329	27	7,447	7,474	7,501	7,449	...	7,460	...	9	5	...	...	7,474	...	...
Shway-gyin ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	23	...	962	962	962	962	...	962	...	...	...	...	...	962	...	...
	Unaided—																
	Indigenous schools inspected only ...	244	...	4,680	4,680	4,680	4,680	...	4,680	...	...	...	...	...	4,680	...	...
	Total for the district ...	267	...	5,642	5,642	5,642	5,642	...	5,642	...	...	...	...	...	5,642	...	...
Toungoo ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	24	...	1,536	1,536	1,536	1,536	...	1,536	...	...	...	...	...	1,536	...	...
	Unaided—																
	Indigenous schools inspected only ...	138	...	3,871	3,871	3,871	3,871	...	3,871	...	...	...	...	...	3,871	...	...
	Total for the district ...	162	...	5,407	5,407	5,407	5,407	...	5,407	...	...	...	...	...	5,407	...	...
Tavoy ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	13	...	931	931	931	931	...	931	...	...	...	...	...	931	...	...
	Unaided—																
	Indigenous schools inspected only ...	96	...	2,428	2,428	2,428	2,428	...	2,428	...	...	...	...	...	2,428	...	...
	Total for the district ...	109	...	3,359	3,359	3,359	3,359	...	3,359	...	...	...	...	...	3,359	...	...
Mergui ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	7	...	276	276	276	276	...	276	...	...	...	...	...	276	...	...
	Unaided—																
	Indigenous schools inspected only ...	11	...	493	493	493	493	...	493	...	...	...	...	...	493	...	...
	Total for the district ...	18	...	769	769	769	769	...	769	...	...	...	...	...	769	...	...

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys, &c.*—(concluded).

District.	Name or class of institution.	Number of institutions.	Number of scholars on 31st March learning—(*concld*).			Expenditure.							Annual cost of educating each scholar.		Number passed.		Remarks.
			Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.	
1	2	3	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13	14
													Rs. A. P.	Rs. A. P.			Boys. Girls.
Amherst and Moulmein Town.	*Government*—																
	Government School, Tha-tone ...	1	...	...	...	...	834	...	349	...	...	1,183	26 14 2	18 15 3	...	...	35 14
	Ditto ditto, Amherst ...	1	60	...	...	...	857	...	69	...	...	926	23 2 5	21 6 10	...	...	41 19
	Total Government Schools ...	2	60	...	...	...	1,691	...	418	...	...	2,109	25 1 8	20 2 1	...	...	76 33
	Aided—																
	Indigenous schools aided during the year ...	104	3,495	...	...	...	2,045	...	...	123	...	2,168	0 9 11	0 9 4	...	...	2,052 443
	Unaided—																
	Indigenous schools inspected only ...	223	3,870	...	...	...	..	...	...	...	...	...	...	...	...	...	3,780 90
	Total for the district ...	329	7,425	...	...	...	3,736	...	418	123	...	4,277	0 9 2	0 8 3	...	...	6,908 566
Shway-gyin ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	23	962	...	...	...	505	...	...	...	...	505	0 8 5	0 8 5	...	...	899 63
	Unaided—																
	Indigenous schools inspected only ...	244	4,680	...	...	...	..	...	...	...	...	...	...	...	...	...	4,568 112
	Total for the district ...	267	5,642	...	...	...	505	...	...	...	...	505	0 1 5	0 1 5	...	...	5,467 175
Toungoo ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	24	1,596	...	...	...	255	...	...	1,047	...	1,302	0 13 7	0 13 7	...	...	1,394 142
	Unaided—																
	Indigedous schools inspected only ...	138	3,871	...	...	...	..	...	...	...	...	...	...	...	...	...	3,791 80
	Total for the district ...	162	5,467	...	...	...	255	...	...	1,047	...	1,302	0 3 10	0 3 10	...	...	5,185 222
Tavoy ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	13	931	...	...	...	1,283	...	...	...	...	1,283	1 6 1	1 6 1	...	...	683 248
	Unaided—																
	Indigenous schools inspected only ...	96	2,428	...	...	...	..	...	...	...	...	...	...	...	...	...	2,369 59
	Total for the district ...	109	3,359	...	...	...	1,283	...	...	...	...	1,283	0 6 1	0 6 1	...	...	3,052 307
Mergui ...	*Government*—																
	Nil.																
	Aided—																
	Indigenous schools aided during the year ...	7	276	...	...	...	200	...	...	...	...	200	0 11 7	0 11 7	...	...	240 36
	Unaided—																
	Indigenous schools inspected only ...	11	493	...	...	...	..	...	...	...	...	...	...	...	...	...	423 70
	Total for the district ...	18	769	...	...	...	200	...	...	...	...	200	0 4 2	0 4 2	...	...	663 106

B.—Education.

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning.		
			In Upper division.	In Lower division.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c
Aryab ...	*Government—*															
	Nil.															
	Aided—															
	Indigenous schools aided during the year ...	33	...	1,087	1,087	1,087	1,087	...	1,087	...	...	...	...	...	1,087	...
	Unaided—															
	Indigenous schools inspected only ...	54	...	1,106	1,106	1,106	1,106	...	1,106	...	...	...	...	...	1,106	...
	Total for the district ...	87	...	2,193	2,193	2,193	2,193	...	2,193	...	...	...	...	...	2,193	...
Kyouk-pyoo ...	*Government—*															
	Nil.															
	Aided—															
	Indigenous schools aided during the year ...	15	...	330	330	330	330	...	330	...	...	...	...	...	330	...
	Unaided—															
	Indigenous schools inspected only ...	7	...	85	85	85	85	...	85	...	...	...	...	...	85	...
	Total for the district ...	22	...	415	415	415	415	...	415	...	...	...	...	...	415	...
Sandoway ...	*Government—*															
	Nil.															
	Aided—															
	Indigenous schools aided during the year ...	5	...	264	264	264	264	...	264	...	...	...	...	...	264	...
	Unaided—															
	Indigenous schools inspected only ...	27	...	342	342	342	342	...	342	...	...	...	...	...	342	...
	Total for the district ...	32	...	606	606	606	606	...	606	...	...	...	...	...	606	...
	Total Government schools ...	6	59	229	288	294	240	...	267	...	9	12	...	...	288	...
	Do. aided schools ...	714	245	27,138	27,383	27,409	27,319	...	27,068	315	...	...	...	...	27,298	315
	Do. unaided schools ...	2,350	...	47,175	47,175	47,175	47,175	...	47,175	...	...	...	...	...	47,175	...
	Grand Total Vernacular schools ...	3,070	304	74,542	74,846	74,878	74,734	...	74,510	315	9	12	...	...	74,761	315
	Grand Total English and Vernacular scholars.	3,107	1,555	76,422	78,047	77,959	77,269	365	76,083	815	321	342	121	2,775	77,598	621

Subsidiary Form No. 4.—*Statistical return of Primary Schools (English and Vernacular) for Boys for the official year 1879-80*—(concluded).

District.	Name or class of institution.	Number of institutions.	Number of scholars on 31st March learning—(concld).				Expenditure.							Annual cost of educating each scholar.		Number passed.		Remarks.	
			Tamil.	Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.		
1	2	3	8*d*	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	10	11	12	13	14	15	
														Rs. A. P.	Rs. A. P.			Boys.	Girls.
Akyab ...	*Government—*																		
	Nil.																		
	Aided—																		
	Indigenous schools aided during the year.	33	...	1,087	...	...	...	1,675	...	...	784	...	2,459	2 4 2	2 4 2	...	...	1,064	23
	Unaided—																		
	Indigenous schools inspected only ...	54	...	1,106	...	...	...	...	...	...	...	...	...	...	...	...	...	1,092	14
	Total for the district ...	87	...	2,193	...	...	...	1,675	...	...	784	...	2,459	1 1 11	1 1 11	...	...	2,156	37
Kyouk-pyoo.	*Government—*																		
	Nil.																		
	Aided—																		
	Indigenous schools aided during the year.	15	...	330	...	...	...	394	...	...	...	...	394	1 3 1	1 3 1	...	...	276	54
	Unaided—																		
	Indigenous schools inspected only ...	7	...	85	...	...	...	...	...	...	...	...	...	...	...	...	...	85	...
	Total for the district ...	22	...	415	...	...	...	394	...	...	...	...	394	0 15 2	0 15 2	...	...	361	54
Sandoway ...	*Government—*																		
	Nil.																		
	Aided—																		
	Indigenous schools aided during the year.	5	...	264	...	...	...	592	...	...	...	...	592	2 3 11	2 3 11	...	...	255	9
	Unaided—																		
	Indigenous schools inspected only ...	27	...	342	...	...	...	...	...	...	...	...	...	...	...	...	...	333	9
	Total for the district ...	32	...	606	...	...	...	592	...	...	...	...	592	0 15 8	0 15 8	...	...	588	18
	Total Government schools ...	6	...	127	...	...	...	2,612	...	719	1,775	...	5,106	21 4 5	18 4 5	...	...	219	60
	Do. aided schools ...	714	...	27,013	...	...	1,100	16,228	...	265	8,189	1,435	27,217	0 15 11	0 14 11	...	...	24,938	2,445
	Do. unaided schools ...	2,350	...	47,175	...	...	...	...	...	...	...	...	...	...	...	...	...	46,165	1,010
	Grand Total Vernacular schools ...	3,070	...	74,315	...	...	1,100	18,840	...	984	9,964	1,435	32,323	0 6 11	0 6 4	...	...	71,322	3,524
	Grand Total English and Vernacular schools...	3,107	84	75,161	...	5	45,138	30,028	243	28,308	16,671	25,773	146,161	1 14 3	1 3 0	...	...	74,305	3,742

B.—

Subsidiary Form No. 5.—*Statistical return of Female Primary Schools*

District.	Name or class of institution.	Numer of institutions.	Number of scholars on rolls on 31st March.			Average number on the Rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.					
			In Upper division.	In Lower division.	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	English Schools.												
Rangoon Town.	*Government—*												
	Nil.												
	Aided—												
	R. C. St. John's Convent, Rangoon	1	130	41	171	171	159	108	36	27	...	...	...
	S. P. G. St. Mary's School, do.	1	5	143	148	120	77	28	55	...	50	10	5
	Diocesan Girls' School, do.	1	9	25	34	29	26	34	...	...	...	...	...
	A. B. M. Kemmendine Girls' School, Rangoon.	1	36	57	93	82	77	...	77	4	...	8	4
	Total aided schools ...	4	180	266	446	402	339	170	168	31	50	18	9
	Unaided—												
	Nil.												
	Total for the district ...	4	180	266	446	402	339	170	168	31	50	18	9
Bassein.	*Government—*												
	Nil.												
	Aided—												
	R. C. M. St. Peter's Girls' School, Bassein ...	1	...	27	27	36	33	13	3	11	...	...	...
	Unaided—												
	Nil.												
	Total for the district ...	1	...	27	27	36	33	13	3	11	...	...	...
Prome.	*Government—*												
	Nil.												
	Aided—												
	A. B. M. Girls' School, Prome	1	3	42	45	35	22	3	39	...	...	3	...
	L. A. Girls' School, do.	1	....	45	45	44	29	8	32	...	1	4	...
	Total aided schools ...	2	3	87	90	79	51	11	71	...	1	7	...
	Unaided—												
	Nil.												
	Total for the district ...	2	3	87	90	79	51	11	71	...	1	7	...
Tha-yet-myo.	*Government—*												
	Nil.												
	Aided—												
	L. A. Girls' School, Tha-yet-myo	1	2	42	44	40	30	8	36	...	...	...	...
	Unaided—												
	Nil.												
	Total for the district ...	1	2	42	44	40	30	8	36	...	...	...	...
Moulmein Town.	*Government—*												
	Nil.												
	Aided—												
	R. C. M. St. Joseph's Convent, Moulmein ...	1	23	65	88	81	72	85	1	...	...	2	...
	A. B. M. Morton Lane's School, do. ...	1	7	58	65	57	47	...	51	1	6	7	...
	R. C. M. St. Mary's School, Mayangone, Moulmn	1	6	24	30	26	23	25	3	...	2	...	...
	Church of England Orphanage, ... do. ...	1	17	17	34	34	30	34	...	...	...	...	...
	Total aided schools ...	4	53	164	217	198	172	144	55	1	8	9	...
	Unaided—												
	Nil.												
	Total for the district ...	4	53	164	217	198	172	144	55	1		9	...

EDUCATION.

(English and Vernacular) for the official year 1879-80.

NUMBER OF SCHOLARS ON 31ST MARCH LEARNING							EXPENDITURE.							ANNUAL COST OF EDUCATING EACH SCHOLAR.		NUMBER PASSED.		REMARKS.
English.	Burmese.	Karen.	Tamil.	Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.	
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
														Rs. A. P.	Rs. A. P.			Boys. Girls
93	78	...	...	24	...	...	1,200	...	...	5,300	...	...	6,500	40 14 1	7 8 9	...	...	... 171
48	90	...	...	...	...	...	354	...	...	188	...	3,299	3,841	49 14 1	4 9 6	...	...	16 132
34	...	...	...	...	...	...	250	...	...	600	...	...	850	82 11 1	9 9 10	...	...	11 23
10	93	...	...	...	...	...	1,143	...	...	...	...	3,915	5,058	65 11 0	14 13 6	...	...	... 93
185	261	...	...	24	...	...	2,947	...	...	6,088	...	7,214	16,249	47 14 11	8 11 1	...	...	27 419
185	261	...	...	24	...	...	2,947	...	...	6,088	...	7,214	16,249	47 14 11	8 11 1	...	...	27 419
13	14	...	...	6	...	...	250	...	...	450	...	500	1,200	36 5 10	7 9 2	...	...	5 22
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	14	...	...	6	...	...	250	...	...	450	...	500	1,200	36 5 10	7 9 2	...	...	5 22
5	40	...	...	...	...	...	264	...	...	50	...	605	919	41 12 4	12 0 0	...	...	14 31
8	37	...	...	...	...	...	350	...	1,000	140	...	183	1,673	57 11 0	12 1 1	...	...	5 40
13	77	...	...	...	...	...	614	...	1,000	190	...	788	2,592	50 13 2	12 0 7	...	...	19 71
13	77	...	...	...	...	...	614	...	1,000	190	...	788	2,592	50 13 2	12 0 7	...	...	19 71
8	18	...	...	...	...	...	600	...	...	45	...	864	1,509	50 4 10	20 0 0	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6 38
8	18	...	...	...	...	...	600	...	...	45	...	864	1,509	50 4 10	20 0 0	...	...	6 38
88	...	...	...	...	...	...	900	...	...	3,300	...	461	4,661	64 11 9	12 8 0	...	...	21 67
5	65	...	...	...	...	...	1,061	...	...	98	...	2,350	3,509	74 10 7	22 9 2	...	...	... 65
30	...	...	...	...	...	...	100	...	...	100	...	40	240	10 6 11	4 5 7	...	...	12 18
34	...	...	...	...	...	...	250	...	...	330	...	2,055	2,635	87 13 4	8 5 4	...	...	14 20
157	65	...	...	...	...	...	2,311	...	...	3,828	...	4,906	11,045	64 3 5	13 6 11	...	...	47 170
75	65	...	...	...	...	...	2,311	...	...	3,828	...	4,906	11,045	64 3 5	13 6 11	...	...	47 170

B.—Education.

Subsidary Form No. 5.—*Statistical return of Female Primary Schools (English and Vernacular) for the official year 1879-80.*

District.	Name or class of institution.	Number of institutions.	Number of scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race of the scholars on 31st March.						Number of scholars on 31st March learning						
			In Upper division.	In Lower division	Total.			Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	English.	Burmese.	Karen.	Tamil.	Pali.	Latin.	Other languages.
1	2	3	4a	4b	4	5	6	7a.	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
Toungoo ...	*Government—* *Nil.* *Aided—* R. C. M. St. Joseph's Convent, Toungoo ... *Unaided—* *Nil.*	1	...	33	33	30	32	1	12	17	...	3	...	1	32	...	...	...	...	...
	Total for the district ..	1	..	33	33	30	32	1	12	17	...	3	...	1	32	...	...	...	...	...
Akyab ...	*Government—* *Nil.* *Aided—* Akyab Girls' School .. ... *Unaided—* *Nil.*	1	8	22	30	23	16	30	...	...	...	...	...	30	...	...	...	...	...	...
	Total for the district ...	1	8	22	30	23	16	30	...	...	...	...	...	30	...	...	...	...	...	...
	Total Government schools ... ... Do. aided schools... ... ... Do. unaided schools	14	246	641	887	808	673	377	345	60	59	37	9	407	467	...	...	30	..	
	Grand total English School	14	246	641	887	808	673	377	345	60	59	37	9	407	467	...	...	30	...	...
	Vernacular Schools. *Government—* *Aided—* *Unaided—* } *Nil.*																			
	Grand total English and Vernacular Schools	14	246	641	887	808	673	377	345	60	59	37	9	407	467	...		30	.	...

Subsidiary Form No. 5.—*Statistical return of Female Primary schools &c.*—(concluded).

District.	Name or class of institution.	Number of institutions.	Expenditure.							Annual cost of educating each scholar.		Number passed.		Remarks.	
			Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School examination.	Lower Primary School examination.		
1	2	3	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14	
										Rs. A. P.	Rs. A. P.			Boys.	Girls.
Toungoo ...	*Government—*														
	Nil.														
	Aided—														
	R. C. M. St. Joseph's Convent, Toungoo... ...	1	200	...	...	608	...	1,872	2,680	83 12 0	6 4 0	...	...	...	33
	Unaided—														
	Nil.														
	Total for the district ...	1	200	...	...	608	...	1,872	2,680	83 12 0	6 4 0	...	...	...	33
Akyab ...	*Government—*														
	Nil.														
	Aided—														
	Akyab Girls' School...	1	500	...	...	665	...	240	1,405	87 13 0	31 4 0	...	...	17	13
	Unaided—														
	Nil.														
	Total for the district ...	1	500	...	...	665	...	240	1,405	87 13 0	31 4 0	...	...	17	13
	Total Government schools ...														
	Do. aided schools	14	7,422	...	1,000	11,874	...	16,384	36,680	54 8 0	11 0 5	...	...	121	766
	Do. unaided schools														
	Grand Total English Schools ...	14	7,422	...	1,000	11,874	...	16,384	36,680	54 8 0	11 0 5	...	...	121	766
	Vernacular Schools.														
	Government— } *Nil.*														
	Aided— }														
	Unaided— }														
	Grand Total English and Vernacular Schools.	14	7,422	...	1,000	11,874	...	16,384	36,680	54 8 0	11 0 5	...	...	121	766

B.—

SUBSIDIARY FORM No. 6.—*Statistical Return of Schools for Special*

DISTRICT.	NAME OR CLASS OF INSTITUTION.	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls during the year.	Average daily attendance.	CLASSIFICATION ACCORDING TO RACE OF THE SCHOLARS ON 31ST MARCH.					
						Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
	A.—SCHOOLS OF ART.										
	Government—										
	Nil.										
	Aided ... *Unaided* ... } No statistics furnished ...	...	...	...	...	...	...	...	...	...	...
	Total schools of art ...	...	...	...	...	...	...	...	...	...	...
	B.—MEDICAL SCHOOLS.										
	Nil.										
	C.—ENGINEERING SCHOOLS.										
	Government—										
RANGOON TOWN	Rangoon High School (survey class) ...	1	47	40	21	1	21	25	...	...	...
AKYAB ...	Akyab Government School (do.) ...	1	21	21	16	...	20	...	...	1	...
MOULMEIN TOWN	Moulmein do. (do.) ...	1	14	14	12	1	13	...	...	...	...
	Aided ... *Unaided* ... } No statistics furnished ...	...	...	...	...	...	...	...	...	...	...
	Total English schools ...	3	82	75	49	2	54	25	...	1	...
	D.—NORMAL SCHOOLS FOR MASTERS.										
RANGOON TOWN	*Government*—										
	Rangoon High School (normal classes) ...	1	41	27	21	...	15	25	...	...	1
	Aided ... *Unaided* ... } No statistics furnished ...	...	...	...	...	...	...	...	...	...	...
	Total normal schools ...	1	41	27	21	...	15	25	...	...	1
	E.—NORMAL SCHOOL FOR MISTRESSES.										
	Government—										
	Nil.										
	Aided ... *Unaided* ... } No statistics furnished ...	...	...	...	...	...	...	...	...	...	...
	F.—INDUSTRIAL SCHOOLS.										
	Government—										
	Nil.										
	Aided ... *Unaided* ... } No statistics furnished ...	...	...	...	...	...	...	...	...	...	...
	GRAND TOTAL ...	4	123	109	70	2	69	50	...	1	1

Education.

or Technical Training for the official year 1879-80.

Number of scholars on 31st March learning							Expenditure.							Annual cost of educating each scholar.		Remarks.
English.	Burmese.	Karen.	Tamil.	Pali.	Latin.	Other languages.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,720	...	...	139	...	...	1,859	88 8 5	81 14 6	The scholars are almost entirely regular pupils of the schools to which these classes are attached. Statistics of attendance and instruction have therefore been included in the previous statements. The expenditure however is kept apart.
...	...	...	...	...	...	...	1,438	...	...	23	...	...	1,461	91 5 0	89 14 0	
...	...	...	...	...	...	...	1,003	...	...	11	...	...	1,014	84 8 0	83 9 4	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	4,161	...	...	173	...	...	4,334	88 7 2	84 14 8	
10	41	...	...	41	...	...	3,115	...	...	...	...	...	3,115	148 5 4	148 5 4	This is regarded as a distinct institution. The statistics here given have not been incorporated in those of the general school.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10	41	...	...	41	...	...	3,115	...	...	...	...	...	3,115	148 5 4	148 5 4	
...	..	..	..	..	..	..	..	..	..	..	..	..	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10	41	..	...	41	...	...	7,276	...	...	173	...	...	7,449	166 6 8	103 15 1	